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An Americanization Program

In

Education and Recreation

Philip L. Seman

Chicago

1920

Superintendent's Report

of Chicago Hebrew Institute Activities for 1919-1920

To the President, Directors and Members of the Chicago Hebrew Institute,
Ladies and Gentlemen:

A most difficult task becomes mine again on the occasion of the writing of this my Seventh Annual Statement recording the activities of our institution during the past year. In a general way I would say that because of the lack of physical facilities we have not made many additions to our work. This was a year, however, that presented the problem of the needs for reconstructing our programs to meet after-war conditions, so that the experience of the various colleges and other schools of learning in this country while they reported serious handicap during the war period in the nature of the loss of their male student body, we now learn that in their readjustment period they have gained many more students and that the tendency for a desire for education has materially increased. This same experience holds in connection with institutions of our type, and logically with our own institution. We have had a very successful year throughout considering our very natural handicap, namely: the constantly growing shift in our population.

This is a subject upon which I have spoken and written a number of times during the past few years. I have endeavored to call to your attention a situation which I believe is one that requires more than a casual consideration. As far as I am concerned it is the result of careful observation and study both within the Institute and in the immediate locality, and in the several districts which I will mention, into which districts many of our former neighbors have moved. The problem of a shifting population is not a new one. It has a very distinct human and economic basis. It is perfectly natural that institute and other educational enterprises of our kind be placed in sections of the city where the population is more or less congested. It is likewise true that congested districts are as a general rule inhabited by the working classes, the wage earners, the hand-to-mouth groups, and small shopkeepers. A number of these develop financially sufficiently to grow out of their environment and move to another section of the city. As this process continues the gaps are generally filled in normal times by new immigrants, and subsequently become the nucleus of a new nationality. During the past five or six years, because of the War and the restrictive immigration measures enacted by European powers, as well as our own government, these gaps have not been filled in the same measure by the newcomer from abroad, but rather by another nationality, so that what was formerly in the Nineteenth Ward and in our immediate vicinity almost exclusively a Jewish neighborhood, has in the past few years been changed into almost an Italian neighborhood. This same evolution in the shift of the population in congested neighborhoods of all large cities is very general. The Jewish settlement is followed by the Italian, the Italian by the Greek, and so on, and so on. Our own condition, however, presents somewhat a modified form of the shift experience, mainly because of the lack of building operations. The shift has not been as definite as it would have been if times were more normal, with the consequent result that within walking distance of the Institute we still have a population of from 30,000 to 50,000 Jewish souls.

The districts into which our former neighbors have moved are approximately three and a half to five miles from the Institute respectively; one is the great Lawndale District, with an approximate Jewish population of 100,000; the other is the Northwest Side, with an approximate Jewish population of 75,000. These districts have grown, particularly the Lawndale District, in so rapid a fashion that it was most difficult to keep up with its growth. In that section of the city as well as on the Northwest Side, but particularly in the Lawndale District, there is practically no facility provided for the expression of the people who live there. There is no institution to meet the perfectly natural demand of an outlet for the residents along social, recreational and intellectual lines, outside of a number of Talmud Torahs that have been established to meet the purely religious needs of the community, and the children have no avenue of self-expression sufficient for their purpose. The young men and the young women are likewise placed in an embarrassing position and have to find avenues of recreation and social contacts which very often lead into dangerous channels. These are no theories. The statements which I have made are based upon facts—facts that unfortunately stare us in the face and cause us to be ashamed of our neglect. In the Juvenile Court, the Boy's Court, and other socialized courts in our city, where formerly it was the pride of the Jew to be able to state that as far as he was concerned these courts might never have been, today he finds himself in a position of having to bend the head in shame and to face daily, upon visitation in these same courts, the call from the daily docket of the Goldsteins and the Bernsteins in much larger numbers than is at all necessary; and all, in my opinion, because the community was nearsighted and negligent and did not provide the necessary social machinery to give these boys who today are 18, 20 and 25 years of age the chance, ten years ago, to function as normal children should, so that they consequently found their own methods of social contact, with these consequent results. We must, as a matter of duty, self-respect and decency, not keep our eyes shut longer to this serious situation, but immediately arouse in the community the consciousness which may result in the gathering of a sufficiently large sum of money to make it possible for our institution to develop and extend its sphere of usefulness into the Lawndale District and the Northwest Side. Our present departments may still continue to function as heretofore. Our Gymnasium, which is one of the finest in the country, and today would probably cost half a million dollars to reproduce, will always be an attraction to the young men and the young women, no matter where they may be living. Our playgrounds, during the summer, will serve a much-needed outlet for the immediate neighbors. Our milk station may continue to function as it has in the past. A number of educational activities may be continued to serve those among our people who still live in the neighborhood and who probably will be here for some time to come; and therefore in our plan it would be wise not to spend a large sum of money on our present site, but rather to put up a modest structure, not to exceed \$100,000, that may house our administration and such other educational and social needs as may be found necessary. The Branch of the Public Library which we have been housing for years may likewise find adequate place in this building.

In the Lawndale District, however, where the needs of the people are so great, where the population is so large, and where the neglect of this work has been so

uniform for the last ten years, we should construct a branch large enough and equipped adequately to meet the needs of a community of that size, and in this connection I should like to call your attention to some interesting data along the lines of providing physical facilities for educational, social and recreational expression of people.

Within the last year, and surely for not over two years, cities have awakened to the importance of encouraging and developing work of the type of the Institute. In some instances they call themselves Jewish Community Centers, in others they are the Y.M.H.A. and Y.W.H.A. Centers, and in still others they are the Educational Alliance; but what is there in a name? They function in the same avenue—so that Cleveland, that has a Jewish population not to exceed the population of either the Lawndale District or the Northwest Side, has launched a campaign for \$500,000 to establish a Jewish Center where Jewish activities and Jewish influence will be given an opportunity to express themselves. The object of the Cleveland Center is as the object of all similar institutions. It is to influence and promote every aspect of Jewish life—cultural, physical, social and recreational. Chattanooga, Tennessee, with a Jewish population of 500 families, which by the law of statistics gives a population of not over 3,000 Jewish souls, has raised \$100,000 between February 8th and February 18th of this year with which they are to build what they call the Y.M.H.A. and Y.W.H.A. Community Center. Paterson, New Jersey, raised \$250,000 for a similar purpose. Paterson has a Jewish population of less than one-fourth that of the Lawndale District. In the city of Brooklyn and in New York there are over twenty buildings devoted to this type of work. During the month of November of last year one district alone, Williamsburg by name, a district by virtue of population no larger than the Northwest Side, raised \$250,000 for a Jewish Community House. Newark, New Jersey lately conducted a building campaign for half a million dollars to house their social and educational facilities, and the other day it was called to my attention that in Milwaukee, where the Jewish population is not over 20,000, a campaign is being planned for a quarter of a million dollars for the same purpose.

To properly meet the needs of our community, a community of over 300,000, which is thickly populated in three separate parts of the city, we should have a million dollars for buildings and equipment, and it is my earnest and most sincere hope that now, after three consecutive years of planning and studying and thinking along these lines, you will all put your shoulders to the wheel and help the Institute to realize what it has always recognized as its duty but was unable to fulfill because of the lack of necessary funds.

One other thought in this connection I desire to bring to your attention, and that is, that unless we act quickly, sporadic attempts, with very feeble results as far as actual good is concerned, will be the outcome of several efforts on the part of the communities themselves to create opportunities which in their best judgment they may find as proper outlets for their social needs. A number of these have already been called to my attention. I have been petitioned, both in writing and through personal interview by representatives in both of these districts, to act as quickly as possible in the establishment of branches of our Institute. The people themselves know how important our work is and how much it would mean if we would spread out to meet their needs.

I am primarily interested in the youngsters of these neighborhoods; for the youngster of today, to me, represents the young man and the young woman of tomorrow; and ten years from now the boy and the girl who still is in a plastic state where character can be molded, and where much can be done for him in the making of a splendid man and woman and a good citizen, in contrast to the types of criminals that many of the boys of the Lawndale District have grown into because of the lack of these very opportunities, that I feel should and must be provided; and while we may be able to draw to our present locality and equipment many of the younger men and women, we cannot hope to reach any of the children that reside there.

In the recent survey that has been made of Jewish philanthropic institutions in Chicago, the section that dealt with the Chicago Hebrew Institute is one of particular concern to us. Experts have been on the job, educators with years of experience and with social vision have spent, on and off, over two months during two different parts of the year studying the Institute's work and its influence. I believe that you who are members of the Chicago Hebrew Institute should know some of the conclusions that these experts came to in connection with this survey. In part they say:

"The Chicago Hebrew Institute is the largest single Jewish social force in Chicago primarily intended for the social and recreational life of the Jewish children, young people and adults. It has strongly projected itself into the life of the Jewish men and women throughout the community. Its aim has been that of a people's institute, giving opportunity to Jewish groups and individuals to develop themselves along educational, cultural and social lines. It is true it has received the support and co-operation of philanthropically inclined and social minded elements of the community; nevertheless, it is regarded on the whole as a splendid illustration of a people's institute, fostered and supported in considerable measure by the people themselves. It stands out among Jewish institutions of this character throughout the country as an example of the intellectual and social forces which a large people's institution may draw to itself. The Institute must be recognized as a community agency for the entire city of Chicago and not merely a social agency for its immediate neighborhood."

We have in the Institute an agency which has successfully given opportunity for self-expression and for development of the social needs of large portions of the Jewish community without their feeling the stigma of patronage. The very fact that a charge is made for every activity, no matter how small, nor how young the children, serves as an indication of the self-support principle which is involved. In other words, the Institute is a democratic institution. The people who come to its building regard it as their home, as their social gathering place, as the place that they have helped to make, and where they have the opportunity of carrying out their ideals.

In the conclusion of the recommendations made by this committee they say the following: "We have, then, in the Institute, a large social force, a people's institute capable of expansion into the various sections of Chicago, with a central administration at its present location. The Institute enjoys the well-deserved confidence of the neighborhood, both Jewish and general. Its experience has shown that it could well undertake to duplicate its efforts in the different

sections of the city where there is a large Jewish element that requires promotion of its social life."

The term "Americanization" has been so much abused, so much misunderstood, during the last decade that a number of students on the subject, realizing the failure that we have made in the great process of metamorphosis, have taken to the careful analysis of the reasons for this failure and almost unanimously come to the conclusion that the great reason, primarily, is that the Americanization process did not begin with the American himself and that the great work before us is, and should have been many years ago, the Americanizing of the American.

The average American forced himself upon the immigrant rather than allow the winning process to go on. Most of them did not realize that the best method of rapidly Americanizing the foreigner around us was by the example we would show in our everyday conduct; by our fairness, our absolute sincerity, and our toleration; broadly speaking, these are the very elements that the average foreigner did not suspect in his association, whatever little association he may have had, with his American neighbors. The calling of an Italian a "Ginny" or a "Wop," of a hard-working steel and iron worker a "Hunky" or a Jew a "Sheeny" is certainly not bringing us closer together—"us" meaning Americans and foreigners; not recognizing the fact that those who come to our shores have had their ideals, a past history and past social significance; above all, that they are intensely human and have rights, and that largely because of their strangeness on entering our shores, are and have been suspicious of a great many motives, and many of them justified in their suspicions, because the motives have been the direct results of the studied cunning and self-promotion of cheap politicians, ward healers and other unscrupulous hangers-on to the protective agencies of the law.

Students of the question, in further analyzing the short-coming, feel that not only must we Americanize the American in order that he may be a fine example to his new neighbor, but that after he has reached the shores we must encourage in the separate groups a development for leadership so that they may be called upon to direct in the Americanization process among their own people; for no matter how much we may try we never can expect to be as able in leadership in Americanization as the foreigner himself who, with a good fundamental education prior to his coming to this country, further acquires an American education and ultimately a fine American viewpoint. It is for that reason that we at the Institute made it our business to pick out our teachers, our leaders and our directors with that end in view.

The finest Americanization plant is that conducted by Americanized foreigners, and in our instance many of the teachers and leaders and heads of departments have themselves been immigrants and have gone through the Americanization process, so that they thoroughly understand the trials and the tribulations of the newcomer, know his history and can feel with him on a basis of sympathetic understanding. If all of the national groups throughout the country would develop leaders among their own people in the same manner as we have developed leaders among ours, and encourage the type of work that we are conducting on a large scale, and if, further, our Boards of Education could be made to see this point of view and through it prepare specially trained teachers, leaders and directors in the education of the adult foreigner, and if we had done that long before the War

we would never have been faced with the situation as it presented itself—a suspicion of lack of loyalty and the dissatisfied element in our population. We are largely to blame.

At the Institute, knowing these facts and realizing them, we have made it our business to inject this angle of Americanization through every department of our activity. We feel very strongly that not only in the class teaching adult foreigners English or in the Citizenship Bureau, where First and Second Papers are made out, in our Montessori class, in our children's activities, in our game room and summer playgrounds, through our social dances, through our numerous club activities, and in fact throughout the whole plan of our work must we inject Americanization. Clean living, decent and respectful manners, and appreciation of one's parents—no matter how queer they may look because they have not grown as rapidly as the younger members of the family—the encouragement to go on with one's education and proper vocational direction, and the encouragement to spend the leisure hours in healthy surroundings and with a purpose, be it to enjoy good music or the social satisfaction derived at a dance; all of these things are Americanization.

ENGLISH FOR FOREIGNERS Our class teaching foreigners English has naturally not been as large during the past year or two as has been our experience for many years prior to the War. It is perfectly logical that as immigration has practically been at a standstill and no newcomers have entered our shores that this should be the case. Nevertheless, our classes are keeping a fairly normal attendance, and we are encouraging quite a number of men and young men who have been in this country for a number of years to attend our evening classes in order that they may acquaint themselves with a proper reading, speaking and writing knowledge of the English language.

We have in our population quite a number of Persian and Turkish Jews who until lately lived in a secluded fashion, many of them not being known as Jews to their everyday neighbor. We have come into contact with a number of their more intelligent representatives and through them have encouraged a few to join the classes; through these we hope gradually to get in touch with a much larger number. For a time we found it necessary to open our game room in the evening to permit these Oriental Jews the use of the facilities, even to the extent of permitting them to prepare their own meals, which are largely of a vegetarian character and prepared in a manner wholly their own. This experiment was not the success we expected it to be. If our facilities were more attractive I feel certain that we would have held on much longer and probably long enough to have had a lasting effect upon those who made up this group. The situation among the Oriental Jews in Chicago is quite serious and should be given study. This we are doing and hope to be able to meet their wants much more effectively when our physical conditions will permit it. Most of them are habitants of the coffee houses and there they are, from the time they leave factory or shop, until the wee hours of the morning, drinking Turkish coffee, smoking and gambling. I feel that in our new building it may be necessary for us to devote part of the space in the interest of this group, for they are greatly in need of our help and encouragement.

HIGH SCHOOL COURSE

We have arranged our course in connection with the evening school on the basis of a pre-high school department, with a hope that those who complete it will enter our newly organized high school. For a number of years we have been aware of the advisability of establishing a high school for the benefit of those in the community who may desire to acquire additional knowledge and information beyond the elementary school in the shortest possible time. Admission to this school is open to anyone of good moral character, regardless of creed. It brings a thorough and complete high school course within the reach of every one seriously desiring to advance himself. Through a carefully planned schedule of studies and the scientific selection of subject matter, we are able to offer a thorough and complete high school course in the minimum amount of time in which a high school education may be gained without sacrifice of thoroughness to speed.

Our students spend three hours an evening in class three times a week, and by thus doing we hope that they may complete the regular high school course in slightly more than two years; for those of exceptional ability an even shorter period may suffice. We divide our course into five terms, each divided into 24 weeks. Following the regular course of instruction, the student carries no more than three subjects in any one term. This becomes necessary because of the very evident difficulty, namely: the fact that they are employed all day long and that they must have time to prepare their work. In order to further facilitate the progress of the student, we have adopted methods of teaching of a scientific character which are calculated to effect the greatest possible economy in time and effort on the part of the student. We have been successful in securing professional high school teachers of large experience and established reputation. The tuition is \$20.00 a term of 24 weeks. Those who find that they cannot pay the entire amount at one time pay only \$8.00 at the time of registration, plus \$1.00 as a registration fee, and the balance at the rate of \$3.00 per month. The following is an outline of the course:

ENGLISH 1—(a) The development of a working knowledge of spelling, punctuation, grammar, sentence structure. Frequent composition.

(b) Class readings selected from:

Lays of Ancient Rome, The Talisman, The Rime of the Ancient Mariner, The Merchant of Venice, Ivanhoe.

(c) Assigned outside readings, with written reports. (Text—Hitchcock's Enlarged New Practice Book.)

ENGLISH 2—(a) Further grammar study, the structure of the paragraph, exercises in narration, description, exposition and argumentation.

(b) Class readings selected from:

Julius Caesar, Twelfth Night, Tale of Two Cities, Silas Marner.

(c) Assigned outside readings.

ENGLISH 3—(a) The principles of rhetoric, the choice of words, good usage, solecisms. Frequent compositions required, which are corrected and discussed by the instructor.

(b) English Literature. Class readings selected from:

Macbeth, Idylls of the King, Henry V, Democracy Today.

(c) Assigned outside readings.

(Texts—Herrick & Damon, New Composition and Rhetoric. Halleck, New English Literature.)

ENGLISH 4—(a) Structural principles of sentence, paragraph, and whole composition.

The choice of words. Detailed study of the kinds of composition.

(b) The history of English Literature.

American Literature (Textbooks and Lectures).

Class readings: Hamlet, The Princess, Macauley's Essays.

(c) Outside readings.

(Text—Halleck, New English Literature. Long, Outlines of American Literature.

ALGEBRA 1—This course includes a thorough and comprehensive study of the fundamental operations, factoring, fractions, simple and simultaneous equations, graphs, involution, evolution, radicals and quadratic equations.

(Text—Hawkes, Luby and Touton.)

ALGEBRA 2—This course begins with a review of Algebra 1 and includes a further study of quadratic equations, and graphs. Among the advanced topics are the binomial theorem, progressions, ratio and proportions, and logarithms.

(Text—Second Course in Algebra, Hawkes, Luby and Touton.)

GEOMETRY PLANE—The course in Plane Geometry includes the material covered in a standard text on the subject.

(Text—Plane Geometry, Wentworth and Smith.)

GEOMETRY SOLID—(Text—Solid Geometry, Wentworth and Smith.)

LATIN 1—Elementary grammar as presented in D'Ooge's First Year Latin.

Special emphasis of practical application of the language in copious translating from and into Latin.

LATIN 2—Widening of grammar study, especially in usage of cases, tenses and modes. Harkness' Complete Latin Grammar as manual. Exercises in translating into Latin. Selections from Caesar's Commentaries, Cornelius Nepos, Sallustius.

LATIN 3—Grammar review in connection with exercises in free reproductions.

Selections from Cicero's orations, philosophical works and epistles.

Roman legal procedure.

LATIN 4—Selections from Ovid's Metamorphoses, Vergil's Eneid, Odes of Horace, Roman antiquities and topography.

FRENCH 1—Thorough drill in pronunciation and spelling based on phonetic principles. Grammar with special attention to verbs, regular conjugations, indicative mode. Fraser and Squire, Lessons I—XLVII.

Conversational exercises, reading of easy prose.

FRENCH 2—Irregular verbs, subjunctive mode, syntax.

Fraser and Squire, Lessons XLVIII—XCII. Reading of short stories, easy plays. Conversational exercises. Free reproduction.

FRENCH 3—Grammar review. Outline of history of French literature. Reading of selections from classic and romantic period. Selection of short poems. The modern novel. Themes and conversation.

FRENCH 4—Commercial and Scientific French.

GERMAN 1—Thorough instruction in fundamental grammar, including declensions of nouns, pronouns and adjectives, auxiliary verbs and the outlines of weak and strong conjugation. Enough elementary syntax to make possible the early reading of simple texts. Direct method as far as practicable.

GERMAN 2—Systematic study of verbs. Passive voice, impersonal verbs and subjunctive mode. The principles of German syntax. Etymology and derivation as an aid to understanding of Anglo-Saxon relation to German. Reading of several short stories with exercises in free reproduction. Conversational German.

GERMAN 3—Systematic review and widening of Grammar Study. Reading of classics (Schiller, Goethe, Lessing, etc.). Outline of history of German Literature. Essays in German on literary and historical topics.

GERMAN 4—Scientific German. Outline of Modern German Thought, especially in Science and Commerce.

ANCIENT HISTORY—Earliest man—the story of Egypt, Syria and Mesopotamia—their contributions to civilization. The Greeks—their political, social, economic, religious, intellectual and artistic life and its value in modern times. The Romans—their government—their expansion and system of world Empire—their political life and its relation to modern governments.

Text—Webster's Ancient History.

MEDIAEVAL AND MODERN HISTORY—Decline and fall of the Roman Empire—the migrations of the nations—the empire of Charlemagne—feudalism—the Crusades—the Renaissance and the Reformation—the dynastic and commercial wars of the 17th and 18th centuries—the French Revolution—the creation of the French Republic—and Italian Kingdom—rise and fall of German Empire—the world expansion of Great Britain—the World War and its results.

Text—Robinson's Modern Times.

UNITED STATES HISTORY—Colonial Period—political, economic and industrial conditions.

The Revolution and the creation of the Constitution.

The story of our territorial growth, the slavery issue and the Civil War.

Development of the West and South.

Economic changes in the last half century and present problems.

Text—History of the American Nation—McLanlin.

GENERAL SCIENCE—This course includes an elementary treatise of the following subjects: Force and energy, heat and combustion, elements and compounds, electricity, light, sound, simple machines, earth science, plants, animals, physiology and sanitation. The course is a non-mathematical treatment of the high points in science and has a two-fold purpose: (a) To prepare students for more technical courses in science, (b) To give students a scientific understanding of the familiar phenomena and laws of nature.

Text—"The First Year of Science"—Hessler.

PHYSIOLOGY AND SANITATION—A treatise on the structure and workings of the human body supplemented by a course in practical methods in sanitation. The latter includes a brief study of the kinds of disease-producing organism, the prevention and treatment of various diseases, first aid, and recent discoveries in medicine.

Text—"Sanitation and Physiology"—Ritchie.

PHYSIOGRAPHY—This course includes a study of the gases of the atmosphere, factors of climate, interpretation of weather and contour maps, weathering and erosion, rivers, lakes and shores.

The effects of physiography upon trade, plant and animal life are considered.

Text—"Physiography"—Salisbury.

PHYSICS—An elementary course including the fundamental principles of the mechanics of solids, liquids and gases, heat, light, sound and electricity.

This course presupposes a knowledge of one year of algebra and one year of plane geometry. About one half of the time is devoted to experimental work.

Text—"A High School Course in Physics"—Gorton.

Manual—"Experimental Physics"—Smith, Tower, Turton.

CHEMISTRY—This course emphasizes the essentials of elementary chemistry with a detailed study of elements and common compounds. Considerable drill is given to the understanding of molecular formulae, valence, and the writing of simple equations. Consideration of chemical theory is emphasized only

when necessary for the understanding of essentials. Frequent drills in stoichiometry are given. About two-thirds of the time is devoted to laboratory work. Text—"Elementary Chemistry"—Alexander Smith.

Manual—"A Laboratory Outline of Elementary Chemistry"—Alexander Smith.

POLITICAL ECONOMY—A discussion of the growth of the science—the development of the present industrial system—wealth—the laws governing supply and demand—production—Capital and Labor—value—interest—credit—money—present day economic problems such as Tariff, Socialism and Co-operation. Text—"Elementary Principles of Economics"—Ely and Wicker.

CIVICS—Nature and forms of government—the genesis of the Union—the Federal Government, its nature, organization and powers—the government of the State, county and town—the city problem—suffrage and other present day questions.

Text—"Advanced Civics"—Forman.

SHORTHAND—Munson System, which is simple and very widely used.

TYPEWRITING—Touch Method, now approved and used in all large mercantile concerns.

(To those that graduate from our Commercial Department we guarantee positions.)

We feel certain that if we will be able to pull through our school the first year successfully that the future and permanency of the school is assured. We believe further that the Institute will have served the community in a very large measure, for by offering educational facilities of a higher type it doubtless encourages many young men and women to use the evenings in a useful and ultimately practical fashion, which otherwise are spent entirely in many instances to the disadvantage of the individual.

CIVICS AND CITIZENSHIP Our Civics and Citizenship Bureau has given the usual service in assisting applicants with the examination necessary for them to pass in acquiring their Final Citizenship Papers. 1100 First Papers have been issued. We have been able to assist 7500 in acquiring their Final Citizenship Papers.

Often has the request come to us from the applicants for a booklet in Yiddish and English giving them the information they are expected to have a knowledge of. With this end in view we are now preparing a booklet which will contain the questions and answers generally asked when one makes application for his Final Citizenship. In this booklet there will likewise be the important sections in the Constitution of the United States, the Declaration of Independence, also a graphic description of the framework of our federal, state and city governments, the functions of the various officials, and such other civic information as may be helpful in the broadening of the prospective new citizen's viewpoint of America, its ideals and its institutions.

Unfortunately, after we make every effort to build up a fine impression of America and its institutions in the minds of the prospective citizens, these ideals are very often shattered when he appears before the clerk in charge of the department issuing such citizenship. There is a lack of sympathy on the part of the public officials in them, and very often not only a lack of sympathy but a direct insult. The questions are asked in a very perfunctory fashion, the human element entirely

eliminated, and any ideals that we may have been able to impress the applicant with, shattered.

HEBREW SHELTER AND IMMIGRANT AID Our department has been much concerned with numerous inquiries made by anxious relatives and fathers who have their dear ones in war-ridden Europe regarding the possibility of bringing them over to this country. We have made a special study of this problem and through the Hebrew Sheltering and Immigrant Aid Society of America, with a local branch in Chicago, applications are being filled by those who desire to have their families and relatives join them here.

The difficulty that was presented is the fact that no immigrants are permitted to enter the United States unless the ones to whom they are to go are citizens of the United States. On the other hand, the father in this country whose family is abroad and who is not a citizen of the United States cannot acquire his Citizenship Papers unless his family is in this country. This problem has created considerable difficulty and much unhappiness on the part of thousands of fathers and husbands who have been separated from their families for the last six years or more. There is a slight hope that soon pre-War conditions may again prevail and then the preliminary work of local registration and the perfecting of the machinery in Europe by the Hebrew Sheltering and Immigrant Aid Society of America and the Joint Distribution Committee, whose representatives and agents are and have been working for the last few months in organizing bureaus and locating women and children who have not been heard from by their fathers and husbands during the duration of the War may find voice through us. When this information is matched up, many a happy family reunion will be the result if conditions now prevailing in the matter of immigration will be settled.

It may be of interest to you to know that the registrations that have been made thus far through the Chicago branch of that association, with which branch our bureau is in close relationship, is over 2,500. The understanding is that when the applicant answers "No," to the question of "Have you taken out your Citizenship Papers?" to send him over to our bureau for that service.

LIBRARY During the year the circulation of books from the library was 98,458. 91,793 people have used the room for reading. The character of reading has changed considerably since the type of readers has changed. While a number of years ago a great many books on philosophy, economics and sociology, as well as books on literary criticism, were taken out, today more fiction, and of a lighter kind, is being read and circulated. On the files of our Library we have magazines and weekly periodicals in the following languages: French, Italian, German and English. The Library also contains books in Hebrew, Yiddish, German, Italian, Polish, Greek and Russian, and quite a number of these are circulated throughout the year.

The students in our various departments have the Library very accessible and many of them make use of the facilities for the purpose of preparing their home work. A number of the children in the neighborhood find that the noise and the lack of space in their homes make it almost impossible for them to prepare school work for the next day, and they may be seen digging away at the reference

books and spending a few hours each afternoon and evening regularly. It has come to my attention that there are a number of children who find that the space is not adequate enough to be able to meet the demand. We have therefore made arrangements to use the rooms that had been originally planned for the Domestic Science School for this purpose.

MONTESSORI SCHOOL This department this year has been more successful than ever and we can safely say that it has passed the experimental stage and proved to be a success in the fullest sense of the word. We have enrolled more than 100 different children, with a regular membership of 40 and an average attendance of 25. In order to help the mothers in the English classes for foreign women, we have changed our requirements for entrance to the school to children who are able to stand up alone. We had 5 who were less than two years of age. It is perfectly natural that these children howled most musically for a few sessions, but it is remarkable in how short a time they acclimated themselves to their new environment. It took considerable persuasion to convince the mothers in the English classes to remain indifferent when unusual cries were heard, but this, too, was finally accomplished and they soon saw into the wisdom of not interfering. Now, the only time the children weaken and cry is when they see their mothers appear. The following is a dialogue which occurred between the teacher and a mother in the English classes when the mother showed signs of being disturbed:



NOT BABIES—SELF-RELIANT LITTLE CITIZENS

Teacher: "Where are you going, Mrs. Blank?"

Mrs. B: "That was my baby crying."

Teacher: "Never mind, leave him to Miss Jackson, she would rather you did."

Mrs. B: "But I want to hit him for her."

If any one could only see tiny Solly, this dialogue would be much more appreciated.

One small Sara Z., who was two years old in October, is a very accomplished lady. She is mistress of the Easy Cylinders and a number of other pieces of Montessori material. She insists on putting the crackers on the plates and carrying them to the tables. To her mother she is the veriest little baby, but to us she has become an independent, intelligent and industrious worker.

Miss Rebecca Heftner is much interested in both the Montessori School and the class for mothers. She frequently brings members into the school that they may see what their own children can do and how willing and obedient they are without a cross word or a blow.

The playground of the children is the street, which surely cannot be considered as the best place for the training of childhood.

I wish you could appreciate the absolute honesty and truthfulness of these little ones. When nothing is wrong and there is no discipline—there is no lying or stealing. A mother of the English classes will sharpen a pencil on the floor while her four year old son picks up the tiniest pieces and puts them into the wastebasket. This process takes a long time and patient training. The results, however, are sufficient compensation when you realize that because of this patience you help to form splendid habits.

In some respects our class conditions have been ideal. In September there were a half dozen children who remained over from last year. They were the ones that did most of the training of the newcomers. When some of the children left in February to go to the "big" school (the public school) the new ones who entered our class were taken in hand by the remaining children and miracles performed. The director of the school reports to me that sometimes she feels as though she could go away and they could go on with their activity without her. Often she is called to the telephone and a dozen eventually march down to the office to find her. They don't seem to need her, but they feel that her place is with them. We have had a good many visitors and are also expecting a delegation from the Woman's Club. Everyone who comes to observe the activities of the class is impressed with the practicability of what to them before seemed merely visionary.

We are very much hampered by the fact that the Montessori classroom must be used for other purposes at other times because of our sorely needed space to meet the many demands upon us. The Montessori School should really have a place of its own, to be used exclusively for this purpose and furnished in a manner which will bring about the very best results. We wish, too, an assistant to the director who would be equipped with a musical education in order to develop the song and musical side of the Montessori work. At the present time we are dependent upon one of the office workers at the Institute, who has had a kindergarten training and plays the piano for the children.

The School has been a regular institution for the past five years. We have had an almost insurmountable disadvantage because of the change in the membership

and have only been able to keep in touch with a comparatively few children after they have left our class; but with the children whom we were able to have long enough we surely have made an impression. We find that in these cases they are at least a year ahead of their school work or else lead in the class where they are put. Simi Z., now seven years old, is in the fourth grade of the public school. She has made the greatest advance. But all of the children have done more than the average child who enters the school without this previous training. It is not so much the work they are doing while with us as the greater fact that they were trained in self-reliance and are therefore able to accomplish the work expected of them with the minimum amount of direction. It seems to us a pity that an army of little folks between the ages of two and five, who are under the grammar school age are not given similar opportunities. It is our opinion, after having studied and watched carefully the progress of our Montessori School for these five years, that if all the children of the community were trained similarly during these most impressionable years, the results in their later school life would be telling to a degree most significant.

There are probably between 25,000 and 50,000 children between the ages of two and five in our great city. Most of these children during these years are allowed to flounder around without direction, thus losing the training which would fit them much more adequately in their future development. The social workers who are studying this problem of the under-age child have come to the conclusion that some facilities must be provided sooner or later for this army of youngsters. We hope that the public schools of our community will realize their shortcoming and their responsibility and provide schools of this character in connection with their present equipment. The old pedagogical truth of the Jesuits, —that under proper direction and influence during the first seven years of the child's life the best character development is possible—has been proved to us through our experience with the Montessori School.

In this country especially, where we have such a tremendous number of foreigners, the tender years between two and five are the best ones in which to inject the ideals of America, thus providing for the future the healthiest kind of Citizenship. Here, too, I should like to inject the fact that our public schools throughout the country have likewise the unparralleled opportunity of forming and planting the seed of true American principles and American ideals, which, in the last analysis, will make for a fine type of man and woman and citizen.

CHILD WELFARE We started this season's work with the intention of weighing and measuring children under five years of age only, as well as to be of practical service to mothers in demonstrating to them the art of bathing babies; but before our summer program was launched it occurred to us that it might be quite profitable to extend our sphere of usefulness in our health activities to children beyond five years of age, and we planned our work accordingly. The age limit was extended to 14 years. Weighing and measuring, as well as all other work, was to be done on a basis of contest and gain. All of the attitude of the average hospital doctor and nurse was eliminated, at any rate, from the surface. This activity was to be entirely free from any smattering of the bugaboo,—“If you don't weigh or measure or don't obey this or that health



INSURING A "HEALTHY" CITIZENSHIP

rule that has been suggested, you will be mistreating yourself to the extent that Nature will exact full payment for the neglect." We rather went on the premises of encouraging children to enter into the contest of the better health program; and very little urging was necessary for them to come regularly for this weighing process in order to see how much they had gained or lost—as the case may have been—so that they could correct the difficulty if they had lost or gained. At the end of a certain period prizes for the best specimen of health from the point of view of weight and general appearance, teeth, eyes, breathing, etc., were awarded.

The first of these, on a rather large scale, was the Better Health Contest for babies under two years of age. On this occasion hundreds of women from all parts of the city brought their babies after having entered them prior to the contest for a thorough examination, which examination was made by a children's specialist who was assisted by a number of doctors and nurses connected with the Elizabeth McCormick Fund. After the examination, which lasted two and a half hours, the mothers and babies left the department and paraded through the grounds while the moving picture man took several fine scenes. The prizes were properly awarded, and strange as it may seem, all but very few of the hundreds of mothers that were present were perfectly satisfied with the decision that was made by the committee of experts appointed for the purpose. The mothers were distinctly told that this was not a question of how beautiful their children were or how fat they were, but

rather how healthy they were and how near they came to the requirements of the Government Health Table on the basis of weight and height.

Right here is a good place to mention our Welfare Room, which in the winter time is known as the Game Room, and which is situated on the ground floor of the Administration Building. It is admirably suited for the work, being so easily accessible from the grounds around the building and having running water, hot and cold. The room was decorated with a set of beautifully illustrated charts providing most excellent instruction and explanation to mothers, as well as children who are old enough to read and appreciate them. For each health subject discussed there were two graphically illustrated charts, identical as far as subject matter was concerned but different in language—one being in Yiddish and one in



"BABY CONVENTION"

English. The object was that the mother who was unable to read English could still get the benefit by reading the Yiddish chart. There was great interest exhibited in these charts.

The number of babies weighed and measured was 500. The number of older children weighed was 1,000; making a total of 1,500 children weighed and measured. Many days it seemed almost impossible to weigh and to measure all who came in during the hours allotted for this purpose. These hours were 1:30 to 5:00 p.m., and the time often had to be extended to 6 or 7 o'clock. Bathing demonstrations

took place and mothers were encouraged to visit these demonstrations so that they might learn the advantages of properly bathing their infants.

There were many babies that were supervised in the hammocks; in round numbers, about 8,000 were served in this way. Many interesting discussions with the mothers and fathers around these baby hammocks were held each evening. The party to the discussion other than the mother and father was our trained nurse, who was in constant attendance. The topics discussed were proper feeding of infants, the care of infant troubles and diseases, and other intimate subjects. These talks were very informal. It was a sight to see the artless fashion in which this splendid bit of educational information was transmitted to the parents.

Early in the season it was advised to organize a Malnutrition Class for children. This was done originally in connection with the Elizabeth McCormick Fund, which now has turned its attention to the very important question of malnutrition. The Fund provided our Welfare Department with 40 cot beds and occasional assistance. The children were furnished with milk and crackers after a nap of an hour. They were daily weighed and measured and informal health talks given them. Each child was provided with a malnutrition chart upon which was inscribed the usual information of weight and measure, age in years and months, and the progress the child was making day by day.

GAME ROOM While it is our object to attach every boy and girl that comes to us with some practical activity, there are some children who, until they find themselves and become better acquainted with our work must be given opportunity for the fullest and freest kind of play. This kind of play is provided in our Game Room. Again, we cannot and must not expect the children who attend public school all day long and after school study music, go to sewing classes and attend Hebrew school or gymnasium to do so without an opportunity in between time to give vent to the surplus and pent-up energy which the quiet of their classroom activity demands; so that when we open the door of the Game Room in the basement of our Old Building you are confronted with a chatter of voices sufficiently large sometimes to drown the very question that you may ask of the young lady in charge.—“What is all this about?” Before, however, your question is answered you begin to scent the reason for the existence of this activity. The mere sight of a roomful of children, 100 or more in number, and representing ages from babyhood to 14 years, everyone playing in their own way with such toys as they can best understand, happy as they can be, not for a moment thinking of the sordidness and trials and tribulations of the world outside, all with one accord living in a world entirely their own and offered an opportunity to play and romp and yell and do everything that they cannot do at home, are not permitted to do in the schoolroom and that would be dangerous to do in the street or in their usual play place—the filthy, dirty alley, filled on either side with garbage and unused truck wagons.

There is a philosophy in the Game Room that when properly carried out, and it is our hope to do so, makes for the development of the child on moral lines. Here they learn the lessons of democracy, here they learn to appreciate that others have rights, that one cannot always hold on to that which belongs to the whole, irrespective of the rights of the other. Through the Game Room we have an

opportunity of encouraging the children who are unattached to acquaint themselves with the several children's constructive activities and advantages for his use, and reasons why some spare time should be devoted to the study of music if he seems to show a liking for it, what advantages the learning how to sew is to the girl, and the existence of facilities where sewing is taught, where the average girl may learn to make her own clothes and keep them in good condition, thus helping the family materially in keeping down the high cost of living that the average family in the neighborhood is confronted with. These and other wholesome lessons find their beginning right in the Game Room in the midst of noise and turmoil. The boys and girls love to come to this room. They find no adult monstrosity with the proverbial "Don't do this and don't do that" over their shoulder. It is kindness and sympathy and thorough understanding of what childhood wants and what childhood needs that governs the direction at all times. This room is open every afternoon and every evening in the week except Friday and Saturday.

On Friday afternoon the children of the Game Room and the children of the neighborhood at large are invited to attend a regular Friday afternoon entertainment and story hour. A nominal admission charge of one cent is made. The programs generally consist of selections on the phonograph of popular music and light classic pieces, an hour of story telling, dancing and musical selections on various instruments. Outside co-operation is asked and very cheerfully given. During the year several dramatic and music schools in the city have offered their students to assist in the programs. Lecturers of much experience in talking to children's audiences have given ocular demonstrations on birds and butterflies, and stereoptican talks on flowers. These experiences are most inspiring.

On one occasion I remember, Mrs. Theron Colton, who is an expert on birds and butterflies, talked to the children in a beautiful manner which interested them to such a degree that when asked by Mrs. Colton how many of them knew the names of the butterflies she lectured on during the afternoon, a number of them raised their hands and repeated in the order given the various butterflies and were able to point to each of them in a manner which would do justice to a grown-up; in fact, I am frank to say that I was ashamed to feel my inability, though I was one of the audience on the same afternoon, to do as well as any of the children, who imbibed a great joy from the information that was given them.

This method of entertaining children is one of the best mediums of "putting across" educational information, particularly for nature study. It is not an easy matter and requires the very best type of child understanding to be able to hold audiences of from 150 to 200 children for an hour at a time in offering them information on either birds, flowers or butterflies; and yet this has been done during the season and in my opinion, done very successfully. We could just as easily make a failure of these afternoons by the selection of persons who have not had a training and do not know how to get the most out of an afternoon's experience of this kind. We hope to give similar entertainments the next season, probably on the same subjects, and have in addition talks on the stars.

I remember Mrs. Colton's saying that she feels our children would enjoy the star talks, giving as her reason that many of them may not see birds and flowers, but the poorest of them can see stars on every night of the year. She suggested further that the children may be able to make star books and paint charts,

and also learn about and play out the old legends connected with the constellations. The program for the next season in the interest of the Friday afternoons will probably be somewhat varied, so as to give the children as much pleasant surprise week after week, without their knowing what will happen, as we know how.

MILK STATION This most useful department of our work, in spite of our five years of activity, has for one reason or another not been duplicated in any other part of the city despite the fact that many efforts have been made on the part of several organizations who realize the enormous amount of good that the dispensing of milk both by the quart and the glass does in the congested parts of our city. While it may be true that the high cost of living has not increased the cost of milk in proportion to the rise in the prices of other commodities, it is nevertheless true that in these congested districts the use of milk has as yet not been sufficiently realized to make it the foundation of healthy development in growing children. Several sporadic attempts on the part of the Chicago Woman's Club and the Anti-Profiteering Society of Chicago have proved thus far unsuccessful. We have been called upon by both of these agencies to present our plans to give them the result of our experience. Our Milk Station Building is the best of its kind in the country and we hope that the time will come when we will be able to develop similar work in the several parts of the city where it is most needed. We have provided milk by the quart at three and four cents cheaper than could be had anywhere else and have dispensed over 70,000 quarts of milk



and 50,000 glasses of milk in the last ten months. We have proved to our satisfaction that we can dispense this milk at the reduced price of 11 cents per quart without any loss to us. The cost of maintenance and other incidentals is included in our expenses.

Many a child and even adult to whom the use of milk was at first a novelty has acquired the habit of partaking of this most necessary of foods with a perfectly natural result. Many of the boys and girls in our Gymnasium who come to us from a great distance have suggested the advisability of providing them with light refreshments at a reasonable cost. This called to our attention the advisability of starting a miniature cafeteria. We are at present considering the providing of light luncheons at a very moderate cost. The experience we will gather in conducting such a lunchroom will be of considerable benefit to us in the planning of a Cafeteria and Lunchroom in connection with our proposed building plans.

GARDEN SCHOOL Last summer we completed our sixth season of Garden School, where, besides teaching the practical work in the open air we instructed the students in elementary agriculture, botany and general science. We have had much difficulty in securing the proper teacher for the work and after much effort succeeded in getting the cooperation of the Jewish Agricultural Aid Society of America to release the assistant manager of their local offices, who for a number of years has been our teacher of agriculture. I do not know of a better way of showing you what the school has meant to the boys and girls who have been in regular attendance than by quoting from a composition which was read by one of the girls of the school a few weeks ago.

"Early in the spring I made up my mind that I would have a garden of my own, but I did not know how this could be made possible, as I had no place to make one. One day as I was going to the Library, what should I see before my eyes but a sign reading 'All those between the ages of twelve and fourteen who wish to join the Gardening School register in the office.' And this I did immediately. At last my wish came true. A few weeks later, I received a notice telling me to come as the class was to start. The first day the teacher read to us some of the compositions of the previous classes. We then found out that there was not only garden work to be done but that every day during the summer we would have a lecture on some interesting topic about plant life. During the season we learned about the different kinds of plants, their uses to man and how to take care of them, about the different kinds of soils and what is best grown in them, and besides this we had a few lectures on science and its uses to the farmer. We also learned about domesticated animals and their advantages and disadvantages. It came to be so with me that I could not be absent a day without being sure that I would miss something worth while. It is true that many times during the hot summer I did not feel like going to the class, but I would not stay away as I knew that the things that I would learn that day would be worth the discomfort. Although not many of us took real advantage of the opportunities which the class offered us, I am sure that no one who belonged to the Gardening School thought that their summer was wasted. Although I enjoyed the lectures very much I was always glad when they were over so that we could go out into the garden. How happy I was when I received my little garden with its ten rows of vegetables. Every day I cultivated it and watered it when necessary. In about two weeks after we began the radishes were ripe. How proud we were when we brought home our first crop! Our parents thought them the very best radishes they had ever tasted. This was true of everything else that we brought home. Was there

ever a more delicious soup than that which was made from the beets or Swiss chard from our own gardens? No, at least we did not think so. And the tomatoes too! They were the best we had ever tasted. At present the gardens are growing very nicely and everything which is not yet ripe will be so for the banquet and exercises which we are going to have on the 31st of August and to which we are invited to bring our parents and friends."

I wish time and space would permit me to quote from other compositions written by members of the class. I should like, however, to call to your attention a few bits of information from the students' note books which each member of the class was required to keep and in which such topics were discussed as: The Plant, Food for Man, Science, Tillage of the Soil, Care of Tools and Implements, Matter, Energy, Elements, Fertilizers, Minerals, etc. These note books would do credit to an agricultural college student and these boys and girls were mostly between the ages of twelve and fifteen.

The primary object of this agricultural school is to develop in the children the right outlook towards Nature. We want them to learn to love the soil, to appreciate the wonderful benefits of the soil and to become better acquainted with Nature's laws and manipulations. The banquet spoken of by the little girl from whose composition I have quoted, was one that I am very sorry all of you were unable to attend; not only for the inspiration it would have given you when the little ones ate of the products of their own garden, but particularly for the



PRODUCER AS WELL AS CONSUMER HELPING TO REDUCE THE HI COST OF LIVING

splendid impression you would have gained of this wholesome type of education which they acquired. I have made this statement before and hope that I may be permitted to repeat it again—that very few of an average audience of intelligent people would be able to answer equivalent to 40 per cent of the questions that these children were asked and in which they averaged 80 per cent and over. In this connection I wish to call your attention to the fact that one of our former students is now directing our Nature Study Class. Another is already graduated from high school and his three years of uninterrupted study in our department is responsible for his entry into one of the agricultural colleges in the West. It is our hope that after four years of study on the part of this student we may be able to draft him as a teacher for our school.

Are we not conscious of the fact that never has there been a time in the history of our country when agriculture has been as important as today and does it not further occur to you that it is very important that we as Jews particularly, should encourage our boys to go into agricultural pursuits, especially if they show no potentialities in the professional and business fields that many of them go into. We are actually performing a service for our community by conducting this work and by—if only in a limited degree—diverting the tendency of the Jewish boy from entering the professions of medicine, law and dentistry, professions for which so many of them are ill-fitted. The last season's work has demonstrated that the children are awake and alert to the importance of agriculture in the world at large and to the Jewish people in particular. To the Jew more than to others is this newly awakened interest in agriculture of greatest importance; to rouse in him not only that inherent love for Nature which resides, however remotely, in the heart of every man, but to bring back to him the inspiring picture of an earlier day when he was not in such constant contact with the sordidness of the great commercial cities, when he was at peace, in the historic times, to till the soil and tend the flocks. Through the long centuries of exile the Jew was forced to separate from the soil, and as a result thereof there have been grafted upon the Jewish character many undesirable traits which have developed at the expense of his original farm inclinations and now, when many look to the future of a Jewish homeland, the necessity for agriculture for the Jew takes on an added meaning of untold significance.

The spirit of the Garden Class puts our boys and girls into a new realm. To them it is all a drama—the characters always dying, always reborn. They work the earth, destroy this plant and that, as if they were arbitrators of Life and Death. They sow the seed and see the tender shoots come up and feel as if they created something new and fine that has never been seen before. Thus they have a new joy, as deep and intangible as the joy of anything they may ever hope to accomplish. The activities of the class are practical, the pupils deal with real and actual things. The problems and events which develop are practically and intelligently handled. They are learning to do things. To the observant pupil every day brings many natural problems. They are trained to be industrious and are presented with a system of natural discipline that is superior to many of the artificial types of discipline that they are confronted with. Garden work aims at the glorious trinity of knowing, feeling and doing. The right way to judge the tree is by its fruit and so we should apply the same test to the results achieved by this depart-

ment in the last year of its activity, which is the best test of its usefulness in the Institute and in the community. The following table gives the yearly attendance of pupils in the department:

1914.....	105
1915.....	56
1916.....	40
1917.....	85
1918.....	104
1919.....	45—a total of 435

children who have been given this very excellent nature training. These figures do not include the attendance for the classes in Botany, Evolution, and the evening class in Agriculture for adults.

All who took up the work for any length of time realized that the scientific knowledge gained was indispensable to their individual welfare and that they were actually strengthened morally, mentally and intellectually. The work of the department has an enviable reputation among the children of the neighborhood. The worthless and insignificant study of agriculture has assumed a new air of respectability and dignity. One of the pupils has summed up the whole thing in the following sentence: "I came, I saw, I learned." Another summarized it: "The knowledge gained in this school corrected many misunderstandings of Nature and farm life."

At the end of the season, prizes were awarded for diligence, scholarship and best gardens. The first prize was a rubber plant, a book on horticulture and one year's membership in the Gymnasium. The second prize was a corn plant, a book of science and six months' membership in the Gymnasium. The third prize was "The Human Side of Plants" and a small begonia plant. The fourth prize was a fern; the fifth prize a begonia plant.

PLAYGROUNDS Our open air activities were officially opened on May 30 with the usual Decoration Day Festival, and from that day until Labor Day every possible effort was exerted on the part of the Administration and the Organization of the Playgrounds and the personnel and teachers to conduct the grounds in the most interesting as well as the most useful manner. This form of activity expressed itself in the conducting of regular contests and games for children between the ages of six and fourteen during the hours of nine in the morning and six in the evening and other contests of a more strenuous character for young men and women from six in the evening until the closing hour at ten o'clock. The daily athletic contests were participated in by approximately 150 girls and 350 boys. A careful record of the results of these contests was kept and prizes awarded at the end of each month. The prizes were in most cases in the form of gymnasium membership.

Hikes among the young men and women were encouraged and groups were organized under the leadership of one or another of the playground directors or gymnasium teachers, and many a mile was covered out in the open fields, oft-times to the extent of two or three day excursions to the sand dunes and other places of interest in the vicinity. These hikes were more responsible for bringing the young people together than anything else that we have ever attempted to do. Our leaders had



GATHERING FOR AN OUTING

an opportunity of actually getting in "under the skin" of our members, as is bound to be the fact when one is in intimate touch and close contact with young folks for two or three days at a time. On May 25 the Junior and Senior Women's Hike took place. A party of 90 girls and women hiked for eleven and a half miles. This rather large number attests to the interest in this informal outdoor activity for adults. Other groups that were not of the hiking type were conducted under similar direction into the parks, out on the Pier, and to other places of interest. Through the courtesy of the Goodrich Steamship Company to the children of the congested sections of the city, one day trips were made to Milwaukee and to Michigan City. On these excursions the hours were delightfully filled by playing games, wading, bathing and eating. On the return trip the children kept the rest of the excursion party joyous by their evident happiness, exemplified through songs and games. Not a single accident or mishap was reported from all of these excursions and picnics, including the Annual Picnic, in which 850 boys and girls under 14 years of age took part. This is an unusual record in view of the fact of the numbers that we have served. The attendance on the playgrounds throughout the summer was as follows during the past three years:

1917.	235,557
1918.	275,462
1919.	282,545

There were 130 accidents reported on the playgrounds, most of them of a minor character—consisting of scratches and bruises caused by falls from apparatus. Two hospital cases and four for physician's attention were reported. This is an excellent record considering that the total population on the grounds was, as just reported, approximately 300,000. The Twilight League, which has been conducted for the second season, played indoor outdoor baseball evenings from 6:30 until twilight. This activity was responsible for bringing a very large audience of young men. Among them were many Italians and Irish. In the League there were 5 Jewish teams, 2 Italian teams and 1 Irish team. This gives a cosmopolitan aspect to our open-air summer activities.



GETTING THE BEST OF OLD "SOL"

A Welcome Home Dance in honor of the returned soldiers and sailors took place in the wading pool. This was a unique affair, representing an experiment in open-air events—using the wading pond for the purpose; which, as you know has given pleasure in the form of wading to hundreds of girls and boys. The pool was especially well used during the hot days of the summer. Ten of our gymnasium boys were engaged as life savers, three of them as physical directors and one as general supervisor.

An additional feature in the playground activity was the conducting of open-air boxing instruction. This was conducted on a raised platform and was primarily held to exhibit the advantages of self-defense and furthermore the excellent phys-

ical good that might be derived when this form of exercise is properly indulged in. The work was under the direction of an expert in the art.

The Band, as usual, gave bi-weekly Wednesday night concerts. The audiences this year were not as large as usual and were made up of a goodly number of Italians for the reason given before—the nature of the present population in the immediate neighborhood. The Band offered its services in connection with the All-American Exhibition as a part of the program by the Institute. They have also given a Sunday afternoon Open-Air Concert for the benefit of the inmates of the Home for Aged Jews; a moving picture of the boys while they were entering the grounds, by one of the well known film weeklies, was also a part of the program. This and other moving picture scenes you will see during the course of the evening's program.

All of the legal holidays were properly celebrated with drills, dances, games and pageants, with the Band playing in each of these cases. The most impressive of these was the Fourth of July Celebration, which lasted for two days. On this occasion the Band gave a concert. Patriotic addresses likewise made up a part of the program.

Two handball tournaments for boys under and over fifteen years of age, as well as tennis tournaments for boys, limited to our Institute boys, were held. A Grammar School Track Meet, with nearly 200 entries, was likewise conducted. In outside competition our Track Team took part in a number of meets in which, when they did not win, they made a very creditable showing. The swimming Team



GIRL'S SECTION OF OUTDOOR GYMNASIUM

won two second team prizes and one third team prize and took five places in the River Marathon Race. The Handicap Track Meet, limited to our members, was successfully conducted. The feature of the open-air season was a series of five Track Meets of the International Gymnastic Union under the auspices of the Institute. There were 25 events. The Institute carried off honors by winning the Meet with 29 points. The nearest competitor was one point behind. An additional shield was added to the many trophies and the picture of the Team inserted thereon.

The Gymnasium Classes in the Women's Department showed an unusual attendance considering the fact that the summer season has almost always been a lax one for indoor gymnasium work. Our records show that our attendance has practically doubled that of last year. This is probably due to the fact that a greater effort has been made on the part of the Department to emphasize the importance of exercise and furthermore that the exercises are conducted on the roof of the building adjoining the Ladies' Gymnasium. The aggregate attendance for July and August was 2,345. The Gymnasium girls participated and aided in several entertainments held during the summer by the rendition of dances and drills. These were in conjunction with two performances given by Young Judea and one performance by the Institute Service Club. The Gymnasium Girl Scouts have been organized into a troop and are now registered at National Headquarters in New York City as "Violet Troop, No. 30, Chicago."

In connection with the Gymnasium class work which, as I have stated before, was held on the roof of the building, I would like to suggest that authority be granted to place a permanent floor on the roof, so that they may not only use it for exercise purposes, but that the roof may also be used for dances and other social gatherings. The ideal arrangement would be to place a tile roof on top of our temporary one and construct an iron fence about $3\frac{1}{2}$ feet in height and have it connected with electric lights; this, however, outside of the roof, probably should not be done until some future date when the construction of the new building on the grounds will be in progress.

The afternoon classes in the Gymnasium are conducted on an earlier schedule for the period of the public school vacation, thus giving the boys and girls an opportunity of availing themselves of longer hours in the swimming pool and on the playgrounds.

BOYS' CAMP Camp Covenant is conducted in co-operation with the B'nai Brith, who pay all of the expenses of maintaining the Camp.

This year we gave privileges to 256 boys between the ages of 12 and 14 for two-week periods of 65 boys each time. As in the previous year, the boys thoroughly enjoyed their open-air camp life. It is our hope that this season we may be able to look after 400 boys. The large waiting list of disappointed youngsters who had eagerly looked forward during the long winter to the privileges the Camp offers, is in itself not only an indication of how much the Camp is appreciated by the boys but also the great impetus that lends itself in the pioneer "roughing it" spirit that these youngsters who are huddled together in the congested districts under very unhealthy conditions seem to yearn for.

The site of the Camp is most ideal—seven acres on the north shore of Crystal Lake, a distance of about fifty miles from Chicago—is the location. The Camp is

well supervised by a Director and a number of assistants. Each one of the boys on their return voted the two weeks' experience the best in their young life—except, probably, the ones who had had the privileges of the Camp last year. In such instances they voted their experience the second best.

GIRLS' CAMP COMMITTEE As the result of my report to you at the end of the summer season, wherein I recommended the establishment of a Girls' Camp, a Committee was appointed to work out the project; and I am happy to report that in all probability a Girls' Camp will be conducted this summer. There is no further argument that the joys derived from Camp life as far as boys are concerned are most desirable and advantageous. If this is true, then it is even more desirable and would be much more advantageous for our girls to have Camp privileges and live the open-air life under the healthiest conditions and most ideal direction.

The average little girl of the congested district whose parents work hard during the day, is expected to assist very considerably in the general housework, in looking after the smaller children, in cooking meals, and in many cases acting as the housekeeper in the fullest sense of the word. These little mites, 12, 13 and 14 years of age, are actual little mothers with the responsibility and the drudgery and no compensation—except abuse in many cases—if the work is not done on time or the meal not just so. You should see these little mothers as we see them on the playgrounds during the summer months—carrying their tiny brothers and sisters in their arms, with one or two tagging on behind, and with a forward motion towards the Milk Station and the Infants' Section. Their greatest recreation is the placing of the baby into the hammock and thoroughly satisfying their childish desire to play by permitting their eyes to feast on the other children in the swings, on the teeter ladders, or in their various games. There is a world of tragedy to be observed in the faces of these little mothers. I have girls of this type in mind in connection with our Girls' Camp. I want them to have two weeks of vacation, away from their responsibilities, away from their sordid conditions, away from their very prosaic daily life and out into the country, free as birds, spending all of their time under Nature's blue sky; roaming around to their hearts' content, rising early in the morning, going through their usual daily program of building activity every moment, the joy of being supplied with three good meals a day, and the opportunity of close contact and friendly relationship with intelligent Camp Directors and Counselors. Here the girl will have a chance to speak out the things that may have laid on her heart, things that may have bothered or worried her, the many calls of Nature that the average child experiences and has no one to go to with whom to talk over the mysteries.

Our present plan is to place the Girls' Camp at Loon Lake, 50 miles from Chicago on the Soo Line. The tract of land occupies about seven acres, with about 500 feet on the lake front. Loon Lake is about two miles in circumference. The camp site is beautifully situated at a short walking distance from the station. It is our plan to build a street, on either side of which will be placed large and small tents, substantial and warm. There will be 21 tents; 15 of them large and 6 small; the large ones to be used for the girls and the small ones for the camp employees. The small tents will be placed in between the large ones. There will be room enough for six or seven girls in each large tent and for two or three adults in the

smaller ones. The tents will be built with a permanent wooden floor about 6 inches from the ground and a wooden siding about 4 feet high. This siding will assist materially in keeping the strong wind out from the tent during storm. The Camp will be provided with gravel walks, electric lights, a motor driven well, a boat landing, and two permanent buildings,—one to be used for a mess hall, kitchen and pantries, and the other to be used for a social hall, Camp Counselors' Room and Nurse's First Aid Room. The social hall is of considerable importance. In inclement weather and in the evenings it is planned that the girls will use the social hall for games, dancing and entertainments. The hall will be provided with a platform, so that informal entertainments may be arranged.

The Camp will be in charge of a Chief Counselor or Camp Director who will be assisted by five other Counselors, each of them to be specialists in their respective lines—one a nurse, the other a physical director who will supervise the athletics, swimming and open-air games, the third a general indoor and outdoor play director, the fourth a nature study, hike and educational director, and the fifth a general assistant. It is likewise planned to have a number of high school or college students who are contemplating open-air and recreational work as their specialties to assist the Counselors in their work. We hope to have about ten such girls. Other employees will be a cook, assistant cook, and a camp handy man. It may be possible to find in the vicinity a man and his wife who would be capable of handling the cooking and ground work together.

The cost, not including the ground, will be about \$25,000. The Camp Committee have decided to raise this money from the women of Chicago exclusively. At the writing of this report I understand that more than half of this money has already come in and that the rest of it is practically assured.

We expect to have room for 100 girls every 2 weeks; thus giving opportunity to 400 girls to use the Camp during the months of July and August, and for an additional 200 girls during the month of September. Naturally, the girls who will use the Camp during September will be working girls. It is our present plan to charge each child \$7.00 for the 2 weeks, including railroad fare, and \$14.00 to the working girls, excluding railroad fare. It is expected that no girl will be refused camp privileges who cannot afford to pay for the same. Our Woman's Auxiliary in anticipation of the Camp work, is planning a special campaign to increase their contribution to our Children's Educational Fund, from which we may be able to draw moneys to cover scholarships needed in this regard. As the Camp develops year after year additional uses of the Camp will be made, for example: special tents for week-end vacations for families and other similar Camp Extension activities. Not including overhead expenses for the Camp, such as payment of salaries, light and equipment, the Camp should be self-supporting.

One additional thought occurs to me, and that is that during the summer, in connection with dances, hikes, picnics and camp work, we are handicapped by the fact that we have no one in charge whose business it is to plan and direct the work. I hope this season to employ an experienced Open-Air Play Director to handle this type of activity, which should be developed on a large scale. We should not be satisfied merely with sporadic picnics and outings, but daily groups must be organized and outings planned for them. I should like to feel that every child who comes to us—and there are many thousands of them that we come in contact

with during the summer months—should be given an opportunity to be taken from the neighborhood and transplanted in another atmosphere. This cannot be done entirely through the agency of the Camp, but surely the daily excursions would supply some of the need by taking the groups into the parks and other places of interest in and about the city. The monotony of constantly remaining in one's own neighborhood and environment is very often most depressing and is not conducive to the best that the children are capable of. Just this sporadic change into another section of the city, under proper guidance, may be the potential something that will bring out the good though latent characteristics in the child. Our experience along this line proves without any chance of contradiction that this is the fact. Many a child has been reborn after its first migration from its monotonous life in the district in which it lives to the green fields of the country. The tendency of this form of recreation is to improve the health, mind and morale of the average child.

CLUBS. Our Club Department during the past year has grown to a considerable extent. In addition to the many junior clubs for boys and girls, mixed clubs for young men and women, debating societies, social organizations and literary societies, we have housed quite a number of new groups who have organized after the Armistice was signed, and as soon as there was a possibility for offering assistance of a material character to their friends, relatives and country folks. The following names of the organizations will give you a better insight into what are the objects of these new societies:

Kremnitzer Verein
 Vornovitzer Unt. Verein
 Poloner Relief
 Sudilkov-Shipetovka Verein
 Trestiner Unt. Verein
 Brest-Litovsk Aid
 Brest-Litovsk Relief

Ritozover Relief
 Ukraine Verband
 Romener Relief
 Kishnever Verein
 West Side Ladies Aid (also relief work
 in Europe)

These societies have a membership varying from 50 to 350 and the meetings are very well attended. They are earnestly and whole-heartedly devoted to the cause of assisting the unfortunates now residing in the war-ridden parts of the countries from which they came.

There is more interest taken in the question of boys' work and girls' work through clubs and similar activity than has ever been taken before. Organizations that heretofore were never interested in the problem of the boy, today are not only taking an interest but proving that interest by a practical demonstration, for example: the Union League Club, made up of the leading business men of the city, as the result of a talk given before their association some months ago, have inaugurated a movement among their members to conduct a Boys' Club under the auspices of the League; and 100 men gave \$1,000 apiece without any effort and 100 more would give \$1,000 more if found necessary and probably will when the time comes. The International Rotary Clubs have gone on record to interest themselves in every city where they are organized in the problems of the boy and particularly in boys' work. There are associations organized of Boys' Workers, experts in the field, who are studying the problem from every angle; and the same is true in the field of girls' work. All who know and have come in contact with the boy and girl

problem know that what is required is an opportunity for the average boy and girl to play normally and function normally, be it through a game room, through a club, or through many of the other social and recreational facilities that we are making an effort to provide in order to assure the future community with a citizenship, manhood and womanhood that will be worthy and will add to the community's usefulness and ultimately lessen the need for additional eleemosynary institutions; for we must remember that by looking further we can see before us as the result of proper training and development of our boy and girl, a newer population growing up who will be better prepared to lead their offspring than has been the fact in their own cases.

I have made an effort to describe different types of clubs to you before and will do the same now. Please remember that these are merely types of clubs that are somewhat out of the ordinary, for example: the Good Fellowship Club—an organization made up of 350 young men and women who are employees of one of the large department stores in this city. This club functions primarily as a social organization. Their programs consist of music, recitations, dances, plays, etc. In talking with the leaders of the club we have been instrumental in encouraging their membership to join one or another of our activities, and we have been successful. In this connection I would like to state that the department has assumed to a very large extent the character and nature of an educational agency for the promotion of the civic and intellectual standards of those who come in contact with us. We further attempt through our Club Department to apply the Institute citizenry and the Institute spirit. Through it we hope to lay the sound foundation for a strong and leading Club Department of the future. The boys and girls who make up our department today are the ones who will have their say tomorrow, and whatever intellectual training we can give them now in their youth will bear its stamp upon them in the future and will, we hope, reward and manifest itself in many cases.

A club made up of Persian Jews, called the Persian Jewish Relief Society, is another type of our organization made up mostly of men and a few women who are wives of some of the members who are interested in being of service to the newcomer from their home land who finds himself very much of a stranger when he comes here. This is a very earnest and unique organization. It has a membership of approximately 100. They have social gatherings from time to time and they, too, give us an opportunity of bringing to their attention our facilities for teaching foreigners English, and in a number of instances we have been successful in having them join our classes.

Another unique type of organization is the Rifka Society. It has been with us for the last year and we hope that it will be with us for a long time. This organization has a membership of over 150 men, women and children. They are the children, the grandchildren and the great-grandchildren of the said Rifka, who is dead for many years but who evidently lives in the memory of her offspring. They are a splendid organization. They get together once a month and have their social gatherings and their entertainments; the joys of one represent the joys of all and the sorrows of any of them are shared by the rest. That's the fundamental principle of their organization.

I believe that a description of each of the 75 clubs that we have in the department and that meet weekly, bi-weekly, or once a month, as the case may be, would be as interesting as is the description of the clubs just given, but time and space do not permit.

MUSIC. Three Piano Classes, one String Instrument Class teaching violin, cello and mandolin, a Band of 50 pieces, a mixed Orchestra of 70, Sunday Afternoon Symphony Orchestra Concerts, Music School Recitals, the Orpheus Club—an organization of about 50, each playing a musical instrument and giving concerts from time to time—make up the musical activities of the Institute. If we had more room there would be no difficulty in getting a much larger enrollment in the Music Department than we have. The fact is that we are running to capacity. All of our teachers have all they can do. Then again, because of the nature of the work and the private instruction that is given in these classes, it makes it difficult to devote the number of rooms to it that would be necessary if we were to meet the demand of our school. We should have a whole floor to devote to our Music School, with rooms specially built and designed for the purpose. We are greatly in need of pianos. No requisition for the purchase of such instruments has been made, because we want to include them in the new building equipment in connection with our building project and are making the best of the instruments at our present disposal—most of which are



THE SYMPHONY ORCHESTRA

very, very poor. In the future it is our plan to develop the Music School of the West Side, giving every child and adult an opportunity to develop along the lines they may desire, providing for them the very best teachers that can be secured in each instrument. In fact, there is no school on the West Side of a purely disinterested type that has so far been developed, carrying worthy standards of musical art; and if we can see our way clear to supply this need for our community, we shall be performing a very worthy object in this connection.

Probably the best test of the efficiency of our Music School is the fact that we have with us students who begun 6 years ago, 5 years ago, 4 years ago, 3 years ago and 2 years ago. Further, that the school has been responsible for turning out two students who themselves are giving piano instruction and are doing it satisfactorily, enough so as to be able to partially support themselves and to continue with their musical education. We endeavor to convey to our pupils the science of the essential elements of piano playing, which consists of proper attention to technique, rhythm, phrasing, position, etc. It is through this method that our pupils not only learn to play themselves, but acquire a means of transmitting their knowledge through instruction. A number of students of our Senior Piano Class are in demand by various organizations throughout the city for participation in entertainment programs. In this way our students have been given opportunity for public appearances, as well as furnishing entertainment to deserving organizations in need of their talent.

The Chicago Hebrew Institute Orchestra, which was organized some three years ago and which is under very excellent leadership, has been giving much time to their rehearsals and made a successful performance throughout an entire concert, a short time ago. It is the object of the Institute Symphony Orchestra to furnish concerts of a popular character from time to time. It is customary to have as many as 40 or 50 persons present at a rehearsal out of a total membership of 70 in the orchestra. This in spite of inclement weather, extreme heat or extreme cold, as the case may be. Our Sunday Afternoon Symphony Concerts, that have been conducted for the past ten years, have been closed down somewhat sooner this year than in our previous experience, this largely because the attendance at the end of the season did not warrant the conducting of these concerts. We have studied the possible reasons for the small attendance at the concerts and come only to the conclusion that Sunday afternoon, during the winter season, the artists of note, both in voice and instrument, perform at the same time in the various musical centers in the Loop—as many as three or four of such artists have been known to perform on one afternoon.

Our usual audiences who have been in the habit of coming to our concerts for years have acquired a musical taste and education qualifying them to thoroughly enjoy the best that is in music, and offered through these downtown artists' concerts. It may be necessary during the coming season and for a number of seasons to come to model our musical activities somewhat along these lines. We may try out giving Sunday Evening instead of Sunday Afternoon Concerts. We may likewise change the nature of our programs and inject more than merely a program of music—add to it soloists, aesthetic dances and other similar art features. Among the soloists we should invite the best that we have in the city to perform. We have always found it necessary to make good a deficit on the concerts.

This I feel certain, after ten years' experience, should not be any longer necessary. A plan may be tried out this coming season of issuing season tickets and having them sold beforehand, thus assuring audience and income for the concerts. Raising the price of the concert may be another method of reducing the deficit and probably after a year or two making the concerts entirely self-supporting. Towards the end of the season, when we found that the audiences were decreasing, we tried out chamber music; and while this type of concert attracted a fair number of persons, the audiences were not large enough to warrant the expenditure. The cost of conducting this chamber music was considerably high in view of the fact that the personnel that made up the trio, quartette or quintette were very high class artists, some of them the principals at the Chicago Symphony Orchestra.

DRAMATIC DEPARTMENT.

Dramatics is the self-expression of a people, just as dancing and music; except, probably, that dramatics is much more universal in the fact that each human being is expected to perform some part throughout his life. The ability to understand human nature and to interpret it is one of the fundamental advantages of the study of dramatics. In the plays of Aristophanes the Greek history, Greek



GETTING ACQUAINTED WITH THE LINES

culture and Greek environment of centuries ago is brought back to us in a manner as no other field of human intelligence could do. And what is true in the instance of this great master of the Greek drama is likewise true in the plays of the other great dramatists. Through our Dramatic School, better known as the Players' Club, we have been for the last ten years making an effort to bring out in our students the ability to interpret life as depicted in the plays they study and present. It is quite remarkable how a number of them have been able to accomplish this difficult task; but because of the excellent direction and because of their earnest-

ness and serious application and most intense interest in the activities of this department quite a number of them have reached the point where they cease to impress, not only our audiences, but many who have the critical theatre point of view, as amateurs. While it is not our purpose to turn out professional actors, we have during the last ten years developed among the students a number who are doing dramatic work professionally, both as teachers in dramatics and as actors on the legitimate stage. Among them are Viola Harper, who plays the part of the flapper, Cora Weller, in "Clarence," under the direction of George C. Tyler, Broadway, New York City; Sylvia Rubin, in "Friendly Enemies," management of Al. H. Woods; Gertrude Coopelmen, stage name Gertrude Copeland, on the Orpheum Circuit in "The Cat;" Jane Castle, on the Orpheum Circuit with Charles King; Norman Lane, as the reporter in "The Acquittal," management of George M. Cohan, and Anna Goldberg, stage name Sylvia Gilber, playing two character roles in "Experience."

During the past season the players have presented:

"Two Crooks and a Lady," by the Harvard Workshop 47.

"The New Word," by James M. Barrie.

"The Last Man In."

"'Op O' Me Thumb," by Frederick Fenn.

"Hearts"—a Society Drama, by Sidney Grundy.

"Indian Summer"—a Comedy, by Meilhar and Halvey, from the French.

"Rosalie"—a Comedy, by James M. Barrie.

"Never-the-less"—a Fantasy, by Stuart Walker.

"The Lie"—a Farce, by Arnold Bennett.

"It Is Just As Well"—a Farce, by Hartley Manners.

Extra performance for the Medill High School, at the Chicago Hebrew Institute—

"Eliza Comes to Stay"—a Farce in Three Acts, by Henry V. Esmond, author of "When We Were Twenty-One."

"Father and Son"—a Comedy, by James M. Barrie.

"The Drugde."

"Pot Luck"—a Farce, by Gertrude Robins.

"Through the Window"—a Morality Play, by Maurice Maeterlinck.

Special performance at K. A. M. Temple, before Woman's Club K. A. M.

"The Stronger," by August Steinberg

and

"Never-the-less," by Stuart Walker.

At Sinai Social Center, before Sarah Greenberg Lodge—

"The Second Lieutenant," by James M. Barrie.

and

"A Question of Morality," by Percival Wilde.

"A Well Remembered Voice," by James M. Barrie.

"The Bracelet," by Alfred Sutro.

Special performance at Blackstone Theatre

"Eliza Comes to Stay," by H. V. Esmond.

"Nocturn," by Anthony Wharton.

"What Are They Fighting For," by Marie Doer Muller.

The performance given at the Blackstone Theatre a few weeks ago—"Eliza Comes To Stay"—by H. V. Esmond—was presented before a well-filled house and voted by the majority present an excellent piece of work. Not for a moment did the actors give the impression that they were amateurs. They were thoroughly well acquainted with the stage, had poise and dignity, read through their lines splen-

didly and carried themselves throughout professionally. This was not the presentation of a play with a headliner who stood out far above the rest of his company, but every student had his or her part presented in the best possible way. The surroundings, the stage properties and the stage itself added considerably to the effectiveness of the presentation of the play. We should give our students an opportunity of giving their plays under such auspices more than once a year.

In our own theatre, which is far from adequate from every point of view, we should, even if it is a short time before we will house our players in a theatre fully worthy of their work, make a number of improvements. First: add a ground cloth to cover the entire stage; (2), a gray medallion square carpet for the center of the stage; (3), new drapes for the windows in the auditorium to add to the cheerfulness and artistic atmosphere of the hall; (4), better electric lighting and a cheerful coat of paint throughout.

The class work in the Dramatic School is conducted Monday, Wednesday and Thursday evenings and Sunday morning in the Director's studio immediately before presentation of the play. Wednesday night is usually devoted to the study of effective speaking and interpretation, largely through the study of Shakespeare. This coming winter we will make an effort to arrange for afternoon classes in Memory Training and Coaching for Public Appearance on Club Platforms, as well as Reading of Shakespearian Plays. We feel that there is quite a demand for this kind of training and hope for successful classes in point of view of number, as we are sure they will be in their effectiveness.

The Little Children's Theatre has improved this year quite considerably. They have presented two plays: "Rumpelstiltskin"—a fairy play—and "The Goose Girl." They will present Shakespeare's "As You Like It" in June. They have also entertained audiences at Hull House and at West Park No. 2. We expect to do more of this extension work, giving children an opportunity of presenting the plays they study more often than the mere once they are given at the Institute. While at the beginning of our efforts in the Children's Theatre our audiences were rather small, we find that they are increasing in number and hope that as the seasons go on we shall develop a taste in the children of our neighborhood for the appreciation of good children's plays, in contrast to the cheap type of entertainment in the form of vaudeville and moving pictures that is almost their only means of entertainment otherwise. The children are given instruction under very able directors and the interesting story is the fact that the children who had started three years ago are still members of the department. In time we expect these children as they grow up, with the training they have had, will make excellent material for our Players' Club.

For the benefit of the children who desire to study elocution and effective speaking we have organized an Expression Class. It is quite interesting to observe that the parents have been sufficiently educated to feel the importance of training their children in the proper method of speaking and to be willing to pay the fee which, while small, is still a sacrifice in a majority of cases.

Our Debating Societies and Senior Clubs express themselves in dramatics and on the public platform through competitive debates and oratorical contests. Following are the rules of the Debate held by the Optimo Club at the Institute on March 29.

1. All contestants shall represent some organization.
 2. Only one representative from an organization may be entered.
 3. Speeches shall not contain more than 400 words and shall be limited to not more than 10 minutes.
 4. All speeches shall be original.
 5. Three typewritten copies of speeches shall be mailed to committee within ten days of date of contest.
 6. All contestants must be vouched for by an officer or director of the organization.
 7. An entry fee of fifty cents must accompany application.
- A shield was awarded the winning organization and individual prizes awarded to first three winning contestants.

DANCING. Realizing what a splendid social factor dancing is in connection with our work, we have developed our Dancing Department this year to a considerable degree. The young men and the young women of all communities must have an opportunity for social expression, which dancing offers in a manner as nothing else can. If we do not provide facilities for them to come into this type of social contact with each other they will find them, as they very often do, under direction and conditions the results of which are quite the contrary to our aim and object—the making of healthy and fine young men and young women. Our Saturday Night Social Dances are given without interruption in the Assembly Hall and to audiences very much larger than we have had for a number of years. We are now charging an admission fee of 25 and 35 cents. The 35 cent fee is charged at the time of registration; thereafter upon presentation of the membership card the 25 cent fee is charged. We have thus far registered in our Saturday Night Association 1,229 young men and women varying in age from 18 to 25. The Dance Director finds herself very often confronted with problems which give considerable concern, but in every instance the solutions of these problems are quite satisfactory and bring the desired result. In order to stimulate a further interest in the young people who come, prizes are awarded regularly each week in the form of competitive dances and lucky number prizes. Again to illustrate how every activity of the Institute is joined with the respective departments I will cite the type of prizes offered from time to time: Membership in the Gymnasium, complementary admission to dances for a period of three months, admission to sewing classes, etc.

The first Sunday night of each month our Service Girls' Club gives a dance; the second Sunday of each month a dance takes place after the performance of the Players' Club. The Gymnasium young men and women have a dance every Sunday afternoon. Many of our young people's clubs arrange dances from time to time.

For the benefit of those who do not know how to dance we conduct three classes: one Saturday evening, which is a general dancing class; one Tuesday, which is a more or less private dancing class; and one Wednesday evening for a group of husbands and wives. The object of organizing this latter class was rather unique. The women came to us and asked whether we would organize a class to instruct husbands how to dance, so that when they went to dances they could dance with their own husbands, rather than sit around the wall or look for other partners to dance with. The children in the Gymnasium are all instructed

in aesthetic and gymnastic dancing. A special class in Rhythmic Dancing has been organized during the year. The object of this class is to give those who enjoy this art an educative course in interpreting rhythm and an appreciation of high class musical compositions. I look forward to this class growing larger as soon as the pupils realize that they receive the same instruction as is obtained from the best musical colleges in the city. Those who have been with the class since it started have shown marked improvement and have gained in charm and grace of movement and indirectly are the recipients of valuable instruction in hygiene. A few weeks ago the children gave an interpretive number for the program of the Institute Woman's Club and it was very well received. The comments of the members indicated that they were in sympathy with the type of work we were doing, rather than giving the children the type of dancing influenced by the modern tendencies. As soon as the class grows large enough it is our plan to separate the smaller children from the more advanced and have two classes—a Preparatory Class and an Advanced Class in Technique. The course consists of technique, work devoted to floor exercises for developing elevation of the toe and suppleness and grace of the body; then later the embodying of these exercises in interpretive movements. The enthusiasm with which the pupils come to the classes and the serious efforts they make to obtain the desired finish in their work promises success in the enterprise.

ART SCHOOL. It is very difficult to incorporate in reports the progress certain departments are making unless those to whom they are made have had an opportunity of studying the activities reported on, visually, year by year. The Art School represents one of these difficulties. Only those of you who have come to the Institute from time to time and have seen the type of work the school was accomplishing can realize what a fine progress the students have made during their stay with us. On entering our school many a visitor has been utterly astonished at the splendid pieces of work exhibited as the efforts of our students. A number of them are becoming finished artists. We have been successful in securing as the teacher for the school during the last year a young man who has made quite a name for himself as an etcher and has illustrated a number of very well known books. The children love their Art School. I say "children" here because the majority of the students are made up of boys and girls, though we have a number of adults—a number not quite sufficient. The children who have had previous training in the Art Institute, after visiting our school and seeing the work given come to us for their instruction. I have stated to you in the previous year in reporting on the department that the Art Institute itself encourages its children attending Saturday morning class, if they live in the vicinity, to attend our Institute School. Our school and its character is very well known to you. This school is not a sporadic attempt to teach art, but a conscientious effort to give those who have a love for art an opportunity to develop that love. It is not open occasionally but daily, and many of the students come regularly every night for their work. We are contemplating, in the fall of the year, arranging for an exhibition of the students' art efforts and I hope that as many of you as possible will avail yourselves of the pleasure and privilege, and see what fine instruction the students have been getting.

MACCABEE SCHOOL. Until the Maccabee School was organized a few years ago to take the place of our Day Hebrew School attendance has never been as satisfactory as it is now.

At best a few years ago when we conducted our school the attendance daily averaged 60, while now we have an enrollment of 120 children and a daily attendance of 95. The work is very earnest and intense. The children are gaining their knowledge in Hebrew, in Yiddish and Jewish history, and in Jewish folk song and Jewish tradition. The children of this School present a situation the like of which is very difficult to match. They love their studies, very seldom absent themselves and are unusually intelligent. The subjects they study are of especial interest to them. The school is nationalistic in its tendency, I mean nationally Jewish. They are all children who attend the public schools and they attain very high records there. Their instruction after school hours does by no means interfere with their scholarship in the public school; in fact, it seems to have quite the contrary effect. These children know how to think; they are trained to do so. Their instruction is given them not in the usual baby fashion; they are looked upon by their teachers as young people who have a right to express their ideas in the clearest and in the best possible manner, and in fact are encouraged to do so.

Many a pedagogue and teacher might do well to visit the Maccabee School and get in touch with the teachers and study the reason that such splendid results are accomplished. There is a relationship shown here between teacher and pupil that is very seldom seen in a public school. There is a complete respect that one has for the other. The teachers virtually love the pupils and the pupils the teachers. The principle upon which the Maccabee School rests is respect for one another. There are lessons in ethics being taught here unconsciously that make eventually for very fine character. I have had an opportunity of watching the movements of this school for the past few years and I am quite satisfied that it deserves every kind of co-operation and assistance. The school maintains itself, the salaries of the teachers being paid largely from the income of the pupils. A charge of \$2.00 a month is made for instruction and it is an income of approximately \$250.00. The balance is made up through the efforts of a woman's organization made up largely of the mothers of the children. The whole is an excellent expression of the people who maintain it. As far as the Institute is concerned we merely assist them with our good will in the use of our rooms. They show a splendid co-operative spirit and add considerably to the usefulness of our activities.

YOUNG JUDEA. What the Maccabee School is to the former Hebrew instruction given by us, the Young Judea is to what formerly was our Sunday School. The Young Judea movement is nation-wide and has branches in every city of the country; in fact, in our own city there are a number of branches, of which we are one. There is a branch in the Lawndale District and one on the Northwest Side, one on the South Side, and several others. The Institute Judea is quite a movement. It offers instruction in Jewish history and in Jewish traditions and is interested in all modern Jewish development. This work is accomplished not through the medium of a class but through the instrumentality of a club that has its own offices and arranges its own programs, all under the direction of volunteer leaders who are

trained in a Leaders' Training Class likewise conducted by the Institute under Young Judea supervision. This Leaders' Class includes not only the leaders in the Institute but leaders in the other branches of the city. Young Judea further conducts the Jewish Holiday Celebrations by fitting programs given to audiences in the Assembly Hall. The Festival Club, which the Institute conducted for a number of years and which prepared for the celebration of festivals on Jewish holidays as well as on legal holidays, has been turned over to the Young Judea and through that club all celebrations are now given. The plays produced are purely of a historical character, dealing with the portrayal of the events for which the holiday is being celebrated. Where allegorical or symbolic figures are introduced the greatest care is taken that they correspond with and typify only such conceptions as are in keeping with the Jewish conception of folk lore. The celebrations are usually given for Purim, Passover, the Feast of Tabernacles (better known as Succoth), Leg Bomar, etc.

**VOCATIONAL
ACTIVITIES.**

Throughout our entire work we have in mind three specific duties that we must perform for those who come to our attention. First, character building; second, inculcating of the proper viewpoint and ideal understanding of American citizenship; third, vocational direction and wherever possible, vocational training for proper livelihood. Too many of our boys who graduate from high school are anxious to enter the professional fields of medicine, law and dentistry, even those who are very poorly fitted for these professions and should have directed their efforts towards other fields of activity. It is our plan and has been to a limited degree our experience to work such young people into the study of shorthand, typewriting, bookkeeping, cutting, designing, elementary course in home dietetics and home nursing. These we are conducting under our auspices. There are many other vocational departments which we should conduct to meet the several other demands that are made upon us. The development of a first class Vocational School, with departments fully equipped, is an important function of our activities, and I have it in mind to develop it on a thoroughly large scale when physical space permits (which we hope now will be comparatively soon).

At this particular time there is such an unusual demand for stenographers and typists that a number of our girls did not wait until they finished their entire course but went right into business. This in our opinion is rather unfortunate, since it did not give these girls an opportunity of completing their work. Then, again, there is such a shortage of labor in many fields of industry that many of the girls who were taking the course gave it up for the reason that industry has been offering a good deal more money for their services than could be hoped for after completing their stenographic education. We are constantly confronted with advertising material of the following type and character: "500 Girls Wanted for Work in a Sunlight Factory, Experience Unnecessary, \$15.00 to \$18.00 a Week While Learning, \$40.00 a Week Guaranteed After a Short Time." This and similar advertising on large posters and billboards on the West Side and in other parts of the city, staring the average girl in the face, who is drudging through an evening course in shorthand and typewriting—which means extra study and effort after a hard day's work—is quite an inducement to her to give up this supplementary education and training and apply for one or another of the positions

offered. How much longer this condition will continue is very difficult to say. We only know that the experience we are confronted with in this particular manner is a very unfortunate and to a certain extent degrading influence. It kills in the growing boy and girl any ambition or desire to continue educationally and to enter fields which ultimately will mean a great deal more to them if they show any ability or initiative. It requires a considerable amount of heroism on the part of the average girl to withstand the inducements that are made to her to give up her educational activity and training for the factory and the shop. It makes some of our own girls foolish when they stand next to an applicant in the office entering our class teaching immigrants English to learn from a casual conversation that this immigrant applicant is earning \$40.00 to \$50.00 a week in the needle industry while she, a high school graduate, contemplates taking up commercial activity for which she has to study for not less than six months and probably a year, only to find that after graduating her salary does not begin to compare with the immigrant girl's, who without any education or training is earning so much more.

In the face of all these difficulties we have nevertheless had a fair quota of students during the winter; and while our school under ordinary circumstances would have grown far beyond our physical capacity, as was indicated about a year ago by the splendid registration, we now average between 20 and 25 pupils in a class and will graduate in the neighborhood of 35 students at the end of the year. The school meets 4 evenings a week, uninterruptedly for 12 months throughout the year, in face of last summer's race riot, the street car strike and this winter's influenza epidemic. The fact of conducting our activities during these several hardships is one that we are happy to report on. If it is at all physically possible for students to come to their classes they do so, irrespective of the extreme heat or cold or whatever difficulties may present themselves. This is the finest indication of the earnestness and sincerity of purpose. Among our graduates who have reported to us some are working in law offices, brokerage and general merchandising concerns, and mail order and speciality houses. Many of the students are engaged in offices during the day while under instruction in our school and are given stenographic positions by their employers as soon as they finish our course. In some instances they have been given positions as typists long before they receive our diploma. A number of social service agencies like the Bureau of Personal Service, the Relief Society and others have recognized the advantages of the facilities we offer and in the interest of their young people have sent us quite a number of students not only to the commercial school but to several other departments. We hope in time to inject our program of usefulness into all of the social service agencies and further look to them to give every boy and girl a chance to avail themselves of the many opportunities along educational, recreational and social life that the Institute presents.

CUTTING AND DESIGNING SCHOOL.

The Cutting and Designing School, which now is operating for the fourth year, has graduated until now some 250 students, most of them working as either cutters or designers or both. The majority of our students are tailors when they come to us, and find that a knowledge of cutting and designing is quite a useful addition to their trade. Many of them have gone into business

for themselves. All of them are doing well. We have increased our fee from \$15.00 to \$25.00 for each course in ladies,' men's or children's cutting and designing. The school had never less than 25 students. The average student completes the course within a period of three months. There are similar courses given in schools where a charge of \$125.00 is made for the course and the instruction no better.



FORTIFYING AGAINST TROUBLE

SERVICE CLUB. We found during the War that a great many of our women, particularly the younger women, had the ambition of rendering service and in that interest prepare themselves to do so in many different ways. Most of them looked upon the nurse and the Red Cross worker as the ideal for them to follow. This desire to be of service which the War has instigated in most human beings is probably the greatest contribution that has been made by the unfortunate calamity. There was a feeling, however, that when the War ceased all of the noble desire to give of one's self to another would be lost, and it is true that a great deal of it has been lost. But much is retained; and to the social agency primarily the community should look for a program to encourage the continuation of that desire to prepare one's self to be of service unselfishly. Our Service Girls, who, as you know, during the War have been of much use and have served in several capacities and have given up almost their entire leisure time, have directed their attention during the last

year to interesting their membership in a Course in Home Feeding of the Sick and in Home Dietetics. These courses are given under the direction of the Red Cross.

Each student paid \$5.00 for the course, which included a textbook and a certificate on completion of the work. In the Course on Home Dietetics the subjects covered by the students were as follows: Hygiene of Food, Nutrients of Food Values, Use of Meat and Fish in Diets, Use of Milk in Diets, Use of Eggs in Diets, Value and Curative Effect of Vegetables and Fruits, Study of Digestion of Foods, Planning the Family Dietry, Food for Invalids, Food for Children, Beverages for the Invalid, Serving the Invalid Tray, Special Diets. Subjects covered in the Course in Home Feeding of the Sick were: Planning the Invalid's Tray, Digestibility of Various Foods, Preparation of Cereals for the Sick, Preparation of Meats for the Sick, Preparation of Eggs for the Sick, Preparation of Milk for the Sick, Preparation of Vegetables for the Sick, Value of Fruit Beverages for the Sick, Serving the Invalid Tray to the Child, Serving the Invalid Tray to the Adult. Information resulting from study of the kinds just mentioned would be most useful if given to every growing girl, not only because it would mean a great deal in the case of epidemics like the influenza epidemic that we have been experiencing for the last two winters, but in an emergency of any kind; and what is probably most important, that when these young girls grow into womanhood and have their own families to look after they will be in a position to serve the members of their families, particularly their children, in a manner which would be a great saving not only financially, but more especially as an example to all with whom they would come in contact of the great advantages of the practical training in home care of the sick, both from the dietetic standpoint and from the home nursing side.

We set one of the rooms aside entirely for this purpose. The room is fully equipped with all the necessary utensils, including two hospital beds; and we hope in time to continue this work on a larger scale, offering classes in Elementary Nursing, First Aid Work, Dietetics and similar subjects to the various groups of students and children in the afternoons and to young women and mothers in the evenings.

GYMNASIUM. Our Physical Education Department, which, in point of view of the numbers it attracts, general membership, space devoted for the work and from every other angle, represents the largest single activity of the Institute's work, and justly so, has at the present time a membership of 3,170. Of this number, 2,004 are men and 1,166 women. We feel so keenly the value of health and realize what an important position physical education and training hold in the acquiring of good health that we have provided facilities second to none in the United States. Our program in physical education contemplates ultimately, through education, to reach every child of school age and as many young men and women of working age, in the interest of developing a healthy population who will have the gymnasium habit and play legitimate sports and make for the kind of a man and woman who becomes an asset to any community. In this program we do not neglect to enthusiastically encourage those who use the Gymnasium and its facilities to devote some of their time to educational work. We, however, make a strong point in the instance of those who are engaged in educational work to devote some of their time to de-

veloping the physical side. In other words, our main object is to plan a well rounded program for our membership.

To give in detail the story of the year's activity in the Men's Department and the Women's Department both in the Gymnasium and in the Swimming Tanks, as well as the thousand and one items of competition in the sports and games, would require almost an equal amount of space to that which has already been covered in the entire report. I will therefore have to merely touch upon such features of our year's activity as can best illustrate to you how effective our work has been. Most of the boys who have returned from the War have rejoined and are active again.

We find that in the Gymnasium as in no other department we have an opportunity of teaching the membership the greatest lessons of social concern. To the layman the question of the proper training and study of social hygiene is not as important as it is to those who in their daily labors come in contact with many misfits in society and especially the great army of unfortunates who fill our hospitals and insane asylums and that keep constantly filling the ranks of the low-grade and high-grade morons who have caused so much misery to the innocent of our communities. The time will come when, because of the widespread information and education that will be given through the Departments of Health both of our cities and states and the Federal Government, the desired effect will be had upon the citizenry of our country. The United States Government, through its Public Health Service, has prepared various pamphlets and exhibits which are being shown in connection with factories, schools and other public places. In our own State the State Department of Health at Springfield is likewise preparing and distributing literature and exhibits on a "Keeping Fit" campaign.

In our own program on the subject we have placed very interesting and graphically illustrated charts, speaking worlds of information to those who look upon them and read the material in connection with them. In a most delicate and yet very direct manner we have called to the attention of the young men the startling facts that 10 per cent of our total population are syphilitic—that this is the most conservative statement made by science; that 8 to 12 per cent of all deaths are caused by syphilis; that the public as a general rule is unaware of these facts because many of such deaths are reported as heart disease, apoplexy, paralysis, kidney disease, liver disease, etc.; that syphilis is directly heritable; that 80 per cent of all children of syphilitic parents die in early life; that syphilis is declared by the medical profession to be the greatest destroyer of the human race; that thousands of persons, while supposing themselves cured, are harboring latent syphilis which will result in death in middle life from some organic degeneration; that the death rate among people supposedly cured of syphilis is double the rate among people who never had it; that gonorrhea is the most common of all diseases except measles; that syphilis and gonorrhea together cause more suffering and death than smallpox, diphtheria, influenza, pneumonia and tuberculosis combined; that gonorrhea is responsible for 80 per cent of all blindness of the new-born and for 25 per cent of all blindness; and that 25 per cent of the inmates of institutions for the insane and feeble-minded are there because of syphilis.

These facts we present, as I stated a moment ago, in connection with graphically illustrated charts properly framed and placed in the dressing rooms for men.

We are now preparing similar charts to be placed in the dressing rooms for women. We hope through the State Department of Health to get an exhibit which is now ready and is known as the "Keeping Fit" Exhibit and which is primarily intended as lessons worthy of learning for young boys. Through the medium of automatic stereopticans and in co-operation with the Illinois Social Hygiene League, we are to present in our Men's Tank and later in our Women's Tank a series of slides, different ones to be used for the women than those for the men. The story of the stereoptican slides which will be shown in the Women's Tank will be "How Life Begins." Among the illustrations are "The Amoeba, The Smallest Living Substance, How It Lives and Multiplies," "Plants and Flowers, How They are made, The Father and Mother Parts, How the Young Plant Forms By Fertilization," another slide showing the same thing with fishes, then with birds, how the eggs are formed, how fertilized, how the young are made; the rabbit—showing how the young grow in the mother's body; keeping the human body fit for parenthood; slides illustrating the importance of avoiding familiarity; social diseases, how diseases spread; and many, many others of similar importance and interesting information.

It has occurred to me that there is no finer opportunity of bringing these lessons home to the average young man or woman, boy or girl, than at the time when in the gymnasium dressing room or in the swimming tank, where there are instructors who are well equipped to answer questions and to be of singular service in many cases. It is the social agency that has always been the pioneer in bringing home truths to communities. When we look back upon the history of education and recreation in this country we find that it was the private social agency that demonstrated the usefulness of kindergartens, playgrounds, gymnasiums, etc., to the extent of ultimately bringing about the introduction of such activities as highly important and to be paid for from public funds; and here, too, it seems to me that in the study of social hygiene it behooves the private social agency to demonstrate the practicability of the methods of "putting across" this most vital kind of education with the same viewpoint before us that if properly demonstrated the community will inject this type of education into their school curriculum and devote time and attention, as well as consider it more important to prepare teachers and special teachers to give the instruction. We are much further advanced along these lines now than we have been for a long time, but we are far from being where we ought to be. The Institute is doing its share and hopes to develop in this work, using the splendid facilities of its Gymnasium as the medium.

We have been greatly handicapped this year in the activities of the Gymnasium, due to the fact that for a period of three months, on and off, one or another department had to be closed down to permit the painters and decorators to do their work. After five years' use it was found that painting and decorating the interior of the Gymnasium was an absolute necessity; and after its completion we realize that we now have every reason to believe that we have missed out a great deal from the aesthetic point of view in not having had this done sooner. The Gymnasium is now beautifully painted and decorated and it adds much to the aesthetic value of the already fine interior. The Tank has been white enameled and the large halls carry a splendid design characteristic of Gymnasium.

Our Indoor Baseball Team has been very successful in their year's work, winning 14 out of 15 games. The members of the team are said to be the best

players of indoor baseball in the country. We have a well organized Basket Ball Team in the 135 pound weight. They have been successful in winning 90 per cent of their games. They took part in two tournaments, finishing second in the City Championship and fourth in the Central States Amateur Union Championship. There were 18 teams participating. There are three other teams in boys' basket ball, namely: 85 pound, 95 pound, 145 pound. Games are played among the grammar and high school boys. About 70 games have been played by all the teams and 60 games were won. These are all in the men's and boys' departments.

The wrestling season is now under way. We held a Novice Championship Tournament, using 4 mats simultaneously. There were 175 wrestlers, representing parks, playgrounds, settlements and clubs. Our boys have been engaged in the International Gymnastic Wrestling Championship and the Central States Amateur Athletic Union Championship. The latter was held in Joliet. Three of our boys came out victors and we have sent them to Birmingham, Alabama, to take part in the National Championship Tournament. A total of 21 points was made by the Institute. It is the first time we have won a Central States Amateur Athletic Union Wrestling Championship. We have succeeded in winning many local championships such as the International Gymnastic Union and the Amateur Athletic Federation. The boys who have succeeded in winning the middle-weight championship—158 pound and 175 pound, the heavy-weight championship and the 115 pound feather-weight, may, if they come out victors at Birmingham in the National Championship Tournament, be selected by the Olympic Games Committee to take part in the World's Olympic Games to be held in Antwerp, Belgium, some time this year.

We are now conducting a City Volley Ball Championship which consists mostly of business men representing the YMCA's of Evanston, Sears, Roebuck & Co., Division St., Central, West Side, Gary and the Chicago Telephone Co. There is unusual interest being displayed in this particular contest because the men are middle-aged and such who have been interested in sports but now in business.

The progress of our Gymnasium classes has been quite remarkable. In the Senior Class we had a maximum attendance of 140 and an average attendance of 80. In the Junior Class we had a maximum of 70 and an average of 50. We have also organized Business Men's Classes which meet during the noon hour. The average attendance is about 15, the maximum has been 25. This group takes in business and professional men in our neighborhood. The returned soldiers and sailors are given a membership at half rate and most of them have availed themselves of this advantage. We have increased our dues as follows:

MEN AND BOYS

Over 25 years of age.....	\$18.00
21 to 25 years of age.....	14.00
18 to 21 years of age.....	12.00
15 to 18 years of age.....	9.00
High School Boys (afternoons only).....	6.00
Boys under 15 years of age.....	4.00

GIRLS AND WOMEN

Over 25 years of age.....	\$12.00
18 to 25 years of age.....	10.00
16 to 18 years of age.....	8.00
High School Girls (afternoons only).....	5.00
Girls under 15 years of age.....	3.50

The Men's Swimming Tank has been considerably handicapped during the year in view of the fact that it has been difficult for us to secure a regular swimming instructor. We have had advertisements in practically all of the physical education and social service papers in the country and have until now not been able to secure the proper teacher. This brings me to the thought that there is every reason for us to soon launch our project for developing a School for Physical Education. We have every facility at our disposal in the interest of such an enterprise and should no longer hesitate to make possible a school where young men and women who desire to prepare themselves for gymnasium instructors, swimming instructors and playground workers should have an opportunity to do so. I feel quite certain that a properly advertised and well managed school (it is the only kind of a school that we expect to give) would attract students not only from Chicago but from the States immediately surrounding Illinois. The only reason why it may not be quite feasible to start this new school at this time is that every bit of energy at our disposal must be directed to the development of our extension activities plan; but just as soon as our building plans and activities are accomplished we shall have everything in readiness to launch our Training School for Physical Education without any delay.

You probably have seen in the Sporting News columns of the daily papers announcement of the World's Champion Wrestling Match to be held at Des Moines between Earl Caddock, present champion of America and Walter Clapman, representing the champion of England, but who lives in the United States. Both of these champions have been members of the Institute Gymnasium and represented us in wrestling championships as amateurs. It is quite a privilege for an institution to be able to record among its membership men of such unusual skill in the art of wrestling. We must not forget in this regard to mention Ben Reuben, who has won every kind of a championship in the United States. Another one is Fred Meyers, who is only 19 years of age and who won five City and Central States Championships in the heavy-weight division during the last year. Ernest Cartje, who is recognized as one of the greatest wrestlers in the city and in his weight classed among the best there are, has been a wrestling instructor at the Institute for eleven years and has been responsible for developing three world's professional champions. He has taught in these eleven years a few thousand men and boys the art of wrestling. These facts speak for themselves.

The women and girls in the Woman's Department of the Gymnasium have been very active during the last twelve months. For 30 weeks in the afternoons the girls had athletic meets and the young women had their meets for 16 weeks in the evenings. Special corrective exercises were prescribed for such of the members who are inclined to flat feet, weak feet or spinal curvature. A number of physicians in the neighborhood have sent patients to become members of the Gymnasium, with special requests that direction be given in correcting physical difficulties.

This is quite a departure from the usual gymnasium work, but we feel that since we have in the personnel, men and women who have made a special study of corrective exercises that it is an additional attraction for those desiring to join the Gymnasium when they find that such instruction and treatment is given. During the summer and the fall of the year 11 hikes were conducted for various groups. 5 class picnics to the country and woods were conducted. Other similar activities are being planned for the approaching summer; such as woodland tramps, camp-fires and outdoor fun. Later in the season camping trips to the Indiana sand dunes and like places are in contemplation and will be under the direction of the instructors. Then, too, the girls had their usual tennis tournaments, beach parties and various outings and sails. Each group among the girls had from time to time class parties; playing games, dancing and in a general way causing them to be merry.

The Basket Ball Team conducted a dance and game that was both a social and financial success. About 500 participated in the social and dance while many more viewed the game which preceded it. The sum cleared after all expenses were paid was about \$130.00. Especially worthy of mention is the fact that all the responsibility of this endeavor rested on the shoulders of about a dozen girls. The money realized from this dance has been contributed towards the purchasing of girls' gymnasium sweaters used in connection with the basket ball games.

The Woman's Basket Ball Team made a very excellent record this year, having lost but one game out of a total of 15. The following schedule represents the games played and the scores won:

1. Christopher House vs. C. H. I.	13-12 Favor, C. H. I.
2. C. H. I. vs. Union Av. Parish House	21- 0 Favor, C. H. I.
3. C. H. I. vs. Morgan Park.....	19- 3 Favor, C. H. I.
4. C. H. I. Girls vs. C. H. I. Boys.....	11- 6 Favor Girls
5. C. H. I. vs. Association House.....	21- 1 Favor, C. H. I.
6. C. H. I. vs. Carl Schurz Evening High	18-17 Favor, C. H. I.
7. Union Av. Parish House vs. C. H. I.	14- 0 Favor, C. H. I.
8. Hammond, Ind. vs. C. H. I.....	5- 0 Favor, C. H. I.
9. Morgan Park vs. C. H. I.....	38-14 Favor, C. H. I.
10. C. H. I. vs. Hammond, Ind.....	16- 7 Favor, C. H. I.
11. C. H. I. vs. Normal Park.....	15- 3 Favor, C. H. I.
12. C. H. I. vs. Ill. Athletic Girls.....	8- 7 Favor, C. H. I.
13. C. H. I. vs. McKabe Memorial.....	28- 5 Favor, C. H. I.
14. C. H. I. vs. Ill. Athletic Girls.....	19-13 Favor, Ill. Ath.

This was an exhibition game, played by the request of the Central A. A. U., at the Broadway Armory.

15. C. H. I. vs. Lincoln Meth. Epis.....	26- 2 Favor, C. H. I.
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The following is a list of organizations for which the girls in the Gymnasium provided entertainment in connection with their programs. These consisted of dances and drills.

The Chicago Teachers' Association	Gladstone School
Creigier School	Jefferson School
Medill School	Sheridan Park
Marks Nathan Home	Rest Haven
West Side Zionists	Service Club
Masonic Lodge	Chicago Hebrew Institute Woman's Club
All-American Exposition	Central A. A. U.
Chicago Hebrew Institute Story Hour	Temple Judea

The girls are contemplating taking part in the program of the Middle West Physical Education Association Convention which is to take place shortly.

In so far as the benefit of the Gymnasium work to the individual member is concerned, the aim of the department is to give each member a periodic physical examination, primarily at the time the member originally joins. The various measurements of the body, also the height and weight, are taken and a copy of these measurements is turned over to the individual. These measurements offer an incentive and naturally make for more interest in the work. A year later a



CULTIVATING CLEAN AND HEALTHY HABITS

second examination is given and the new figures placed beside the old ones for comparison. The important factors to be considered in these examinations are that those who are not in suitable condition physically to do the required work are checked up, enabling the instructor to give helpful advice before any harm can be done. A very excellent illustration of the effectiveness of this examination work is the fact that two men have been refused admittance to classess because of heart disease. Similar difficulties have been discovered in connection with the examinations of women, girls and boys. Occasional talks instructing in the fundamental rules of right living and an intensive training in all physical activities which promote health, give resistance to disease, develop the body—well controlled, alert, skillful—are offered. Every effort is made to promote joy in the exercises and foster a desire to continue that exercise and to impress the necessity of the mental and

3. Agility

- a. High jump 4 ft. 3 in. b. Standing broad jump 6 ft. 8 in. c. Fence vault 5 ft.

4. Endurance

- a. Jump over rope 18 in. from floor 50 times in 1 min. (hands grasping 2 upright poles). b. Skip rope 30 skips 1 min.

5. Strength

- a. Dip 10 times on parallel bars (no swing). b. Pull up 12 times on horizontal bar.

SILVER**1. Speed and Distance**

- a. 100 yards (Indoors) 13.3 sec. b. 300 yards (Indoors) 39 sec.

or

- c. $\frac{1}{2}$ miles (Indoors) 3 min. d. 2 miles (Indoors) 12 min.

2. Skill

- a. Skip on horizontal bar. b. Hand spring off end of parallel bar.

3. Agility

- a. High jump 4 ft. 5 in. b. Broad jump 7 ft. 6 in. c. Fence vault 5 ft. 10 in.

4. Endurance

- a. Jump over rope 18 in. from floor 80 times in 1 min. (hands grasping 2 upright poles). b. Skip rope 50 skips 1 min.

5. Strength

- a. Dip 12 times on parallel bars (no swing). b. Lift 50 lb. dumb bell over head with R & L.

GOLD**1. Speed and Distance**

- a. 100 yards (Indoors) 13 sec. b. 300 yards (Indoors) 36 sec.

or

- c. $\frac{1}{2}$ mile (Indoors) 2 min. 30 sec. d. 2 miles (Indoors) 11 min.

2. Skill

- a. Skip on horizontal bar. b. Hold hand stand on parallel bars.

3. Agility

- a. High jump 4 ft. 7 in. b. Broad jump 8 ft. 3 in. c. Fence vault 6 ft. 6 in.

4. Endurance

- a. Jump over rope 18 in. from floor (hands grasping 2 upright poles). b. Skip rope 80 skips 1 min.

5. Strength

- a. Put 16 lb. shot 30 ft. b. Lift 50 lb. dumb bell over head with L & R.

During certain parts of the day the instructors are not so busy with classes as they are after school hours and in the evening. During these hours individual instruction is given to such of the members of the Gymnasium who find that they can spare time. To many such individual instruction has been offered. Largely, these instances are among those who are found during their physical examination to need special treatment for flat feet, round shoulders, hollow back, curvature of the spine, defective heart, etc. When found, the instructor immediately informs the individual and then advises regarding work to do to remedy them. They are likewise instructed to report periodically. It has been reported to me by the departments that several defects have been cured or improved. In the instance of one of these it was found that the member had valvular trouble of the heart. The instructor advised him to consult the family physician and bring the result of the

examination back. The physician advocated gymnasium work under careful supervision. This member has been given special work and is improving splendidly, the heart lesion gradually disappearing. Several of the members who have joined the Gymnasium for express purposes of reducing weight are given individual instruction in every case and good results obtained. A specific case has been reported to me of an actor who was advised to reduce for the good of his work. He weighed $26\frac{1}{2}$ pounds less after several months of exercise. He weighed $189\frac{1}{2}$ pounds when he started and $153\frac{1}{2}$ pounds when he left. A number of our members, too, have been coached by our directors in taking examinations for schools and playgrounds.

Constant complaints have been coming in to me both from the heads of the various departments and the membership because of the extreme cold during the winter and the inability, with the present amount of radiation, to furnish sufficient steam to make it reasonably warm. The membership has been less than half what it would have been if this provision could be met. Several times, by actually testing with a thermometer, it has been reported to me that the temperature was between 32 and 35 degrees. It is impossible to do or to ask men to work in a place so cold. Our heating capacity should be added to to make it possible to get a maximum temperature of 70 and an average temperature between 50 and 60.

In the Ladies' Swimming Tank for the last few months swimming meets have been held every two weeks among the women members. These meets are divided into three groups: Junior Division, those under 16 years; Secondary Division, 16 to 20 years; Senior Division, those over 20 years. These meets have created considerable interest among the women and girls. Events of all kinds, especially those of outside swimming, are encouraged. Among these features are the 100 yd. crawl swim, 100 yd. breast stroke, fancy diving, fancy swimming and life saving. In connection with these swimming meets a 1,000 points record was started, which consists of 32 events composed of all the different strokes, such as the crawl stroke, the breast stroke, trudgeon stroke, side stroke, single over-arm, double over-arm, back stroke, alternate back stroke, under water swimming, life saving, rescuing, undressing in the water, how to carry the person unaided from the tank resuscitation, fancy swimming (the distances vary from 20-40-60-80-100-220-550 yds. up to a mile swim). Only a limited time was permitted for some of these events. Smaller distances were encouraged when practicing for form only. The instructor saw to it that the stroke was formed correctly before any point was given. Under the term "fancy swimming" was included the seal swim, pendulum, steamboat Hawaiian paddle diving, diamond cross, sculling, plunging for distances, motionless floating, racer's turn, treading water, deadman's float, high dive over rope. Life saving is in the regular curriculum of the swimming instruction. Applicants for the Life Saving Test must swim in full street clothes and when in deep water remove clothing down to swimming suit, must swim three lengths of the tank, take a surface dive, fetch from the bottom a 10 lb. object, release the death grips, wrist front neck, and back stranglers. They must show such rescue methods as head carry over ears, cross shoulder over arms, two hands, breast stroke carrier, removing body from tank unaided, and demonstrate Shafer method of resuscitation. In connection with the 1,000 points competition, when a person has reached the 800 point mark, she receives a bronze medal; 900 points, a silver medal; and 1,000

points, a gold medal. When a member makes from 800 to 900 points the first year, that member may try again the following year; and by reaching the 1,000 points may exchange the former trophy for a gold one. When a member reaches the 1,000 points she has reached the point of being an expert swimmer.

In a Swimming Meet held at the Institute between the Institute and the YWCA one of our girls carried off the highest individual honors, winning 18 points, and another girl won second honors, winning 14 points. At one of our last Inter-Class Meets an under-water swim record was made by one of the members who swam 130 feet in 49 seconds. During the year 10 inter-class swimming class competitions and exhibitions were given in the Ladies' Tank before a total of 14,000 persons. In outside competitions our girls won 4 meets and have taken 41 places, of which 11 were first, 13 were second, 10 were third and 7 were fourth. A unique departure from the usual form of social gathering has been the inauguration of 7 Tank Socials during the year, during which time the girls managed to have, as they said, "barrels of fun."

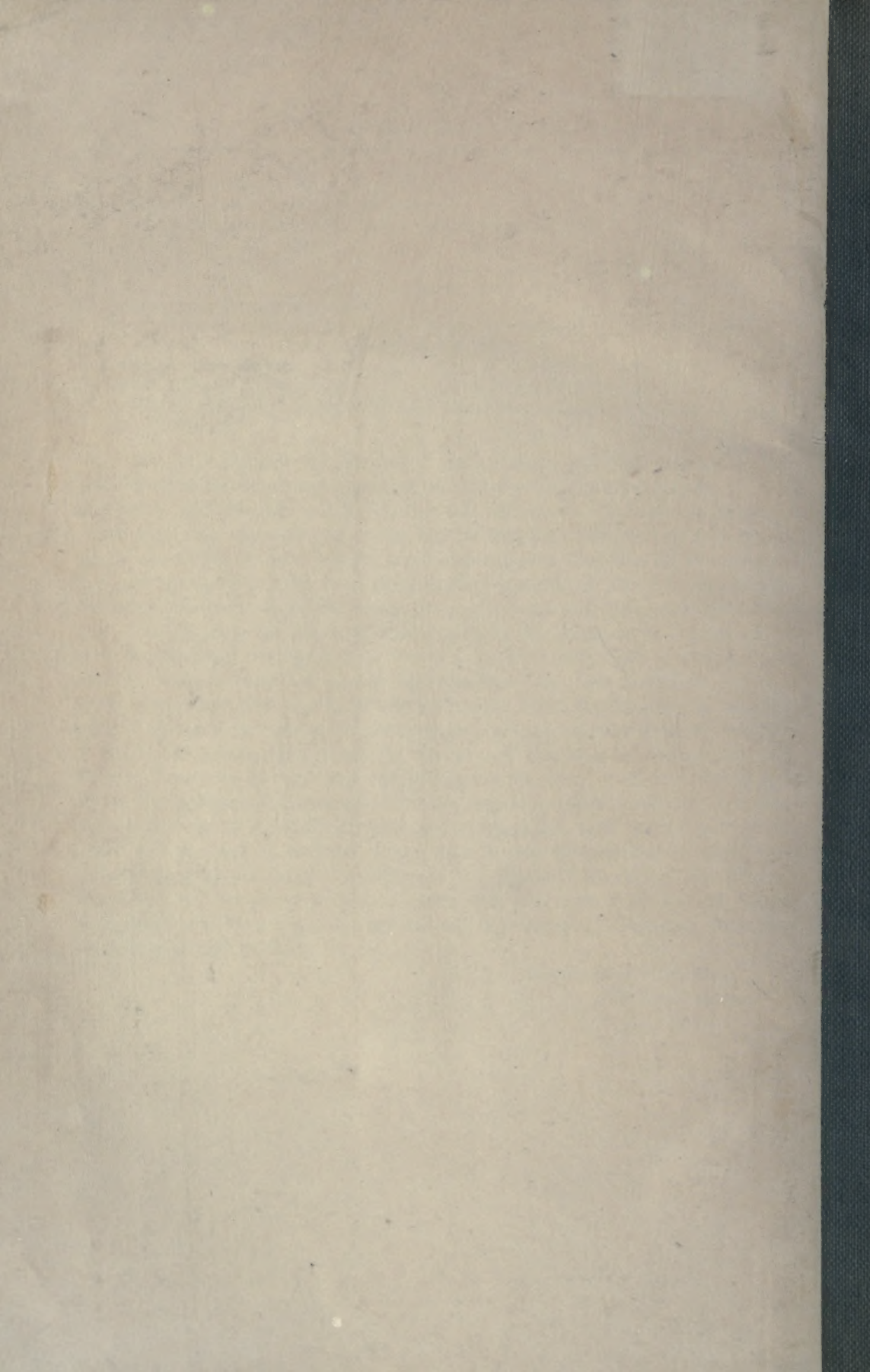
The usual Gymnasium Exhibition that has been conducted now for some 12 years has been given this year somewhat differently than heretofore. Instead of using a platform around which the students performed, with the audience on the ground floor, we have turned tables this time and had the students give their demonstration—rather, exhibition—on the ground floor, while the audience were seated on the stage and on the running track around the Gymnasium. This program might have been termed "Day of the Gymnasium," for it gave the audience an opportunity of seeing the actual working of our Gymnasium in every department and for all ages. Games such as basket ball, baseball and volley ball were actually played, not in the form of an exhibition, but as real games. Instead of going through with the game, allowing the usual time, only a part of the game was played, thus giving an opportunity of giving the entire program without tiring the audience. Exercises of the usual class activities were demonstrated just as they are conducted during the regular class hour and the audience was given an opportunity of seeing at first hand the gymnasium in its real work. The Gymnasium Exhibition was given Monday evening and Tuesday evening to adults and Wednesday afternoon to the school children of the neighborhood. At the end of the program swimming demonstrations were offered to the men visitors in the Men's Tank and to the women in the Women's Tank. The following is the program of the demonstration:

1. Athletic Games.....Boys Class
2. Sunshine Girls.....3 to 9 years of age
Folk Dance; Song Play (demonstrating informal gymnastic movements)
Games:—Cat and Mouse; Chicken Fight.
3. Junior Men Class work
4. Aesthetic Dance.....By Bloomer Girls (10 to 12 yrs).
Goldenrod
5. Wrestling.....Four mats at a time
6. Athletic Games:—
All-up Relay;
Arch Ball.....Grammar School Girls
7. Boxing Class.....10 bouts at a time
8. Classic Dance:—
Zephyr Schottische By High School Girls.

9. Senior Men Class work
10. Senior Women's Basket Ball Team:—
 10 Minute Game—Utilizing Official Men's Rules.
11. Indoor Base Ball Game City Champions
12. Aesthetic Drill Girls from 10 to 15 years
 Scarf
13. Junior and Senior Women:—
 Demonstration of 15 minute lesson, including Formal Gymnastics.
 Dancing, Athletics
14. Basket Ball Game Heavy weights vs. 135 lbs.
15. Irish National Dance By Grammar School Girls, 10 to 15.
16. Swimming Exhibition in the Women's and Men's Tanks will follow the Above
 Program.

I have now reached the pleasantest part of the report— its conclusion—and in it I wish to throw out the hope that when I present my Annual Report to you next year I may be able to tell you that our Extension Plan Building Project is on the way, that our Girls' Camp has had its first successful year of activity and that because of these very hopeful signs of progress in Institute life the membership and the workers have been considerably encouraged, and will continue the attitude of co-operation which causes the work to run smoothly, with much pleasure. This report would not be complete without the statement that whatever we have accomplished during the year would never have been done as well, if at all, were it not for the unselfish interest and intelligent direction of those in charge of departments and other assistants. As for myself, I feel thankful for the excellent spirit of co-operation that it has been my good fortune to have from the members of my Board, particularly from the officers and chairmen of committees, with whom I have been in very close contact during the year. I am sure that a good deal of the enthusiasm and interest, even for a great institute, would not have been possible but for that kindly interest and co-operation both on the part of the Board and the staff of workers. And I wish to take this occasion to express my personal appreciation to the members of the Woman's Auxiliary, the Institute Woman's Club, the Players' Club, and the daily and weekly Jewish and English newspapers who have aided our general activities materially through direct personal interest and publicity.

Respectfully Submitted,
 Philip L. Seman,



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